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ABSTRACT

This manual provides members of the American Federation of State, County, and Municipal Employees (AFSCME) with convincing arguments for child care and methods they can use to negotiate for child care, develop community support, convince elected officials to support members' positions, and use the media to publicize the relevant issues. The manual maintains that lack of adequate accessible child care creates hardships for working parents, suffering for children, economic loss for employers, and economic hardship for child care providers. Child care issues can be negotiated by unions or workers in the workplace. This applies both to providers, who may negotiate for increased pay, improved working conditions, and improved health and safety standards; and to employees, who may negotiate for employer involvement in child care. Employers can provide alternative work schedules, referral programs, voucher programs, emergency care, or on-site child care. Improvement in child care can be hastened if community groups work together to express their needs. Public officials can be contacted by individuals or lobbied by organizations. Careful presentations of news information to the print and broadcast media can help bring the message of local child care inadequacy to the community. Appendixes provide instructions for establishing a child care center, lists of various child care resources and contacts, and related materials. (BC)

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UILDING BLOCKS

A MANUAL FOR CHILD CARE

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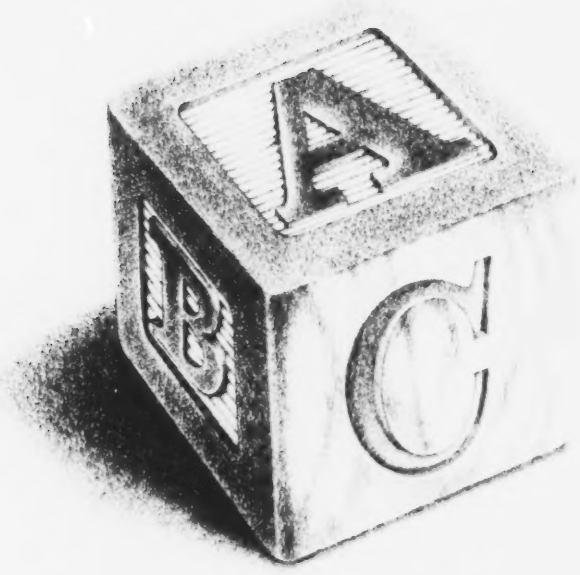
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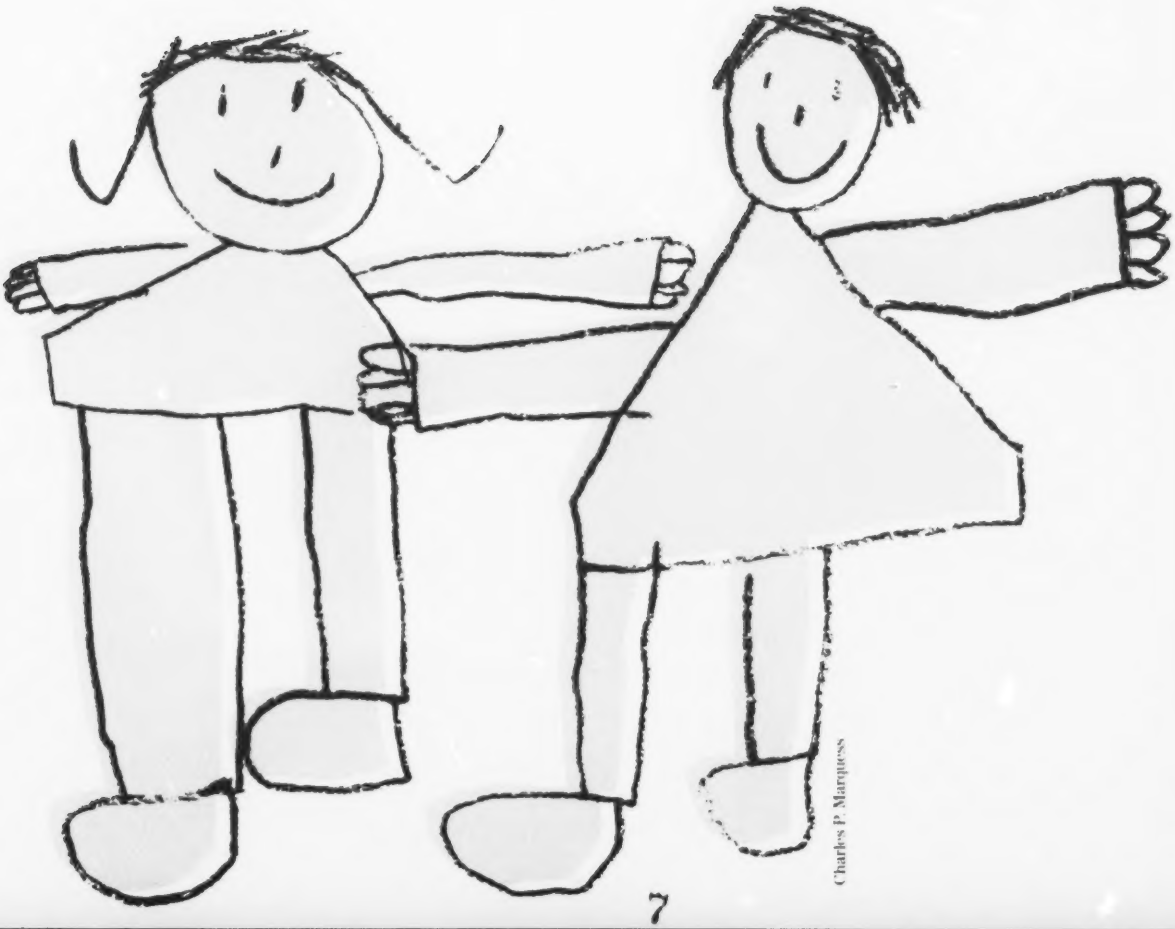


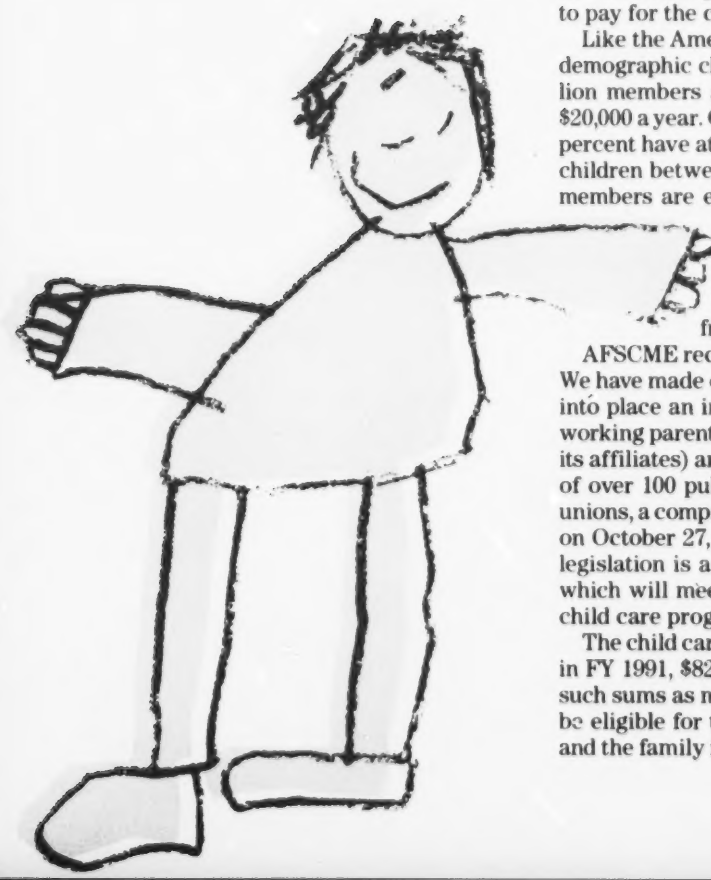
Charles P. Marquess

Over the last decade, we have witnessed a rising demand for high quality, affordable child care. More women are in the paid labor force than any other time in history. Fewer than one-fifth of today's American families fits the traditional mode where the father works outside the home and the mother works inside the home caring for their children. For a good many American families, two incomes are necessary for family survival. Moreover, a quarter of today's working mothers are raising their children alone.

Since so many mothers and fathers are working, their children need care. Yet, there is a sizeable gap between the supply and demand for quality child care. Far too many children are left in unlicensed and unsafe care, or come home from school to empty houses, or are left home with only a slightly older sibling. Parents worry about their children when their child care arrangement is unsatisfactory, and it affects their performance on the job.

For example, an AFSCME poll found that 3 in 10 parents suffer from fear that the child care they are able to afford is not of high quality. Fully 29 percent of all working parents interviewed with children 12 and under had given up a job or a promotion because of the lack of quality child care. A Census Bureau study reported that 1 in 20 working parents was absent from work in the one month previous to the study because of child care problems. A *Fortune* magazine study of 400 working mothers and fathers with children under 12 also found that child care dissatisfaction was the most reliable predictor of absenteeism and unproductive work time.

Moreover, while child care is key to parents' ability to work, many families do not earn enough to pay for decent child care. Families with modest incomes cannot afford quality care, and those with an adequate income are faced with long waiting lists. Low-income families cannot begin to move out of poverty because they cannot afford to pay for the care of their children.



Like the American workforce, AFSCME has experienced profound demographic changes over the last 15 years. Over half of our 1.1 million members are women. Over 60 percent of them earn less than $20,000 a year. Of all of our members, 45 percent are parents; nearly 20 percent have at least one child under 7 years old; and 22 percent have children between the ages of 7 and 12. Like all working parents, our members are experiencing child care problems. Some of our members, for example, told us that their child care arrangements are unreliable and when they arrive to work late, leave early, or cannot come to work at all, they receive disciplinary actions and reprimands from insensitive employers.

AFSCME recognizes the growing sense of urgency about child care. We have made child care a national priority for the Union and have put into place an initiative designed to benefit you, your children and all working parents. As a result of 3 years of hard work by AFSCME (and its affiliates) and the Alliance for Better Child Care (ABC), a coalition of over 100 public interest groups, women's organizations and labor unions, a comprehensive child care package passed the 101st Congress on October 27, 1990. One of AFSCME's top legislative priorities, this legislation is a major step in developing a national child care policy which will meet the needs of working families. It is the first federal child care program since World War II.

The child care package will authorize appropriations of $750 million in FY 1991, $825 million in FY 1992, and $925 million in FY 1993 and such sums as may be necessary in FY 1994 and FY 1995. Families will be eligible for the programs if their children are under the age of 13 and the family income is below 75 percent of the state median income.

However, states must develop a plan for disbursing the money to families on a sliding fee scale. The package also expands the Earned Income Tax Credit by family size and creates a new health insurance tax credit for low income families with children. AFSCME will keep members informed as these state programs develop.

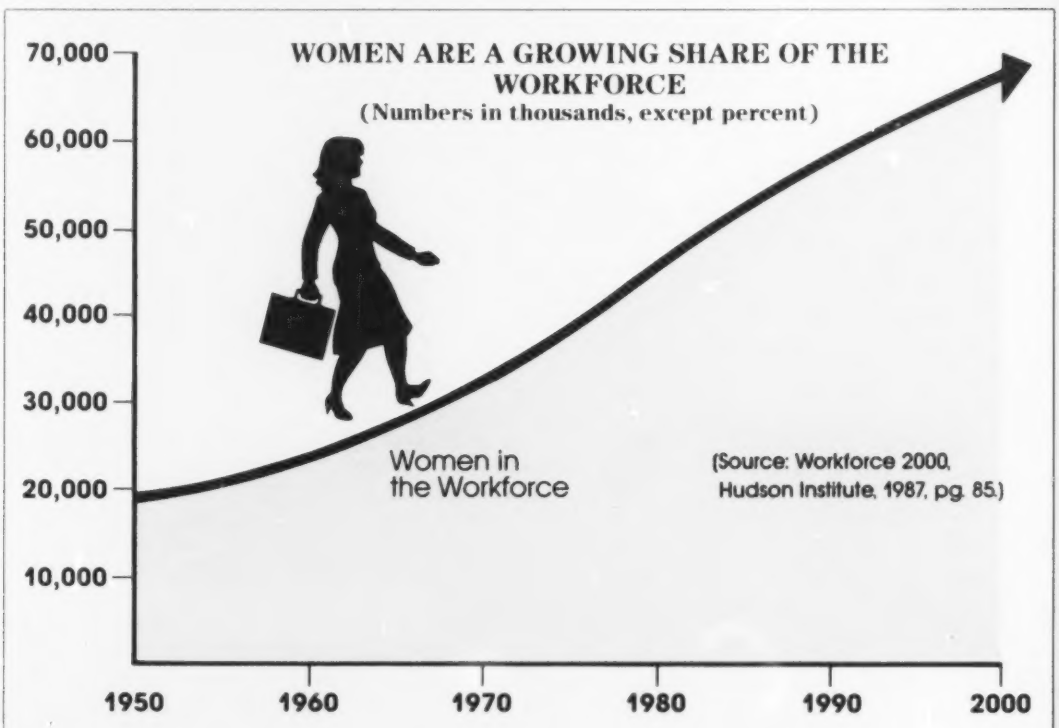
But, we did not wait for the legislative process to solve this problem. Many AFSCME members are serving on child care committees or task forces to expedite child care services at the state and local levels. In addition, a number of AFSCME councils and locals have negotiated for the formation of a joint labor-management committee to address the problem of child care.

We also have taken this issue to the bargaining table. We are participating in over 50 on-site child care centers nationwide and more are in the making. (See, A Labor of Love: AFSCME Child Care Examples.)

The critical demand for child care services has prompted many more of our councils and locals to seek assistance on child care, which is the primary reason we developed this manual. It will provide you with convincing arguments for child care and will show you how to negotiate for child care, develop community support, convince your elected officials to support your position, and use the media to your advantage. We hope this resource will help make your task a little easier.

Gerald W. McEntee
International President

William Lucy
International Secretary-Treasurer



	1950	1960	1970	1980	1990	2000
Female Labor Force Participation Rate	33.9%	37.7%	43.3%	51.5%	57.5%	61.1%
Female Share of The Workforce	29.6%	33.4%	38.1%	42.5%	45.8%	47.5%

Tia Hutton

The Need for Child Care

The American workforce has changed over the last several decades. In 1987, 65 percent of the mothers of children 18 and under were employed outside the home. This included 57 percent of mothers of preschool children. Mothers of children under the age of three, the fastest growing segment of the workforce, make up 53 percent of the paid labor force (The Census Bureau). More women are working primarily because of economic need. Two out of three women in the paid labor force are either the sole support of their families or have husbands whose earnings are less than $15,000 a year. By the 1990's, two-thirds of women with preschool children and three-quarters with school-age children will be employed. It is no wonder that the need for reliable, affordable, quality child care has risen to a level of critical economic and social concern not only to working parents and their children but to employers.

Parents Suffer

There is not enough quality child care to meet the critical demand for it. Infant and toddler care is in short supply everywhere. Many programs for 3- and 4-year-olds are only part day, and parents are being forced to package parts of a child's day in one facility and parts of the day with another caregiver. After school care is a major problem. A Department of Labor report estimates that 13.8 million of the 26.5 million children needing care are in elementary and junior high schools and are unsupervised before and after school. A 1987 Lou Harris and Associates poll found that 51 percent of teachers say that the major reason that children have difficulty in school is their isolation and lack of supervision after school.

Other examples abound. In Washtenaw County, Michigan, the demand for infant care exceeds the available supply by as much as three to one. In Des Moines, Iowa, the number of children needing child care is 47,000, but existing child care facilities can accommodate only 12,076. In Seattle, Washington, licensed day care facilities have space for only 8,800 of the 23,000 children who need child care (Children's Defense Fund).

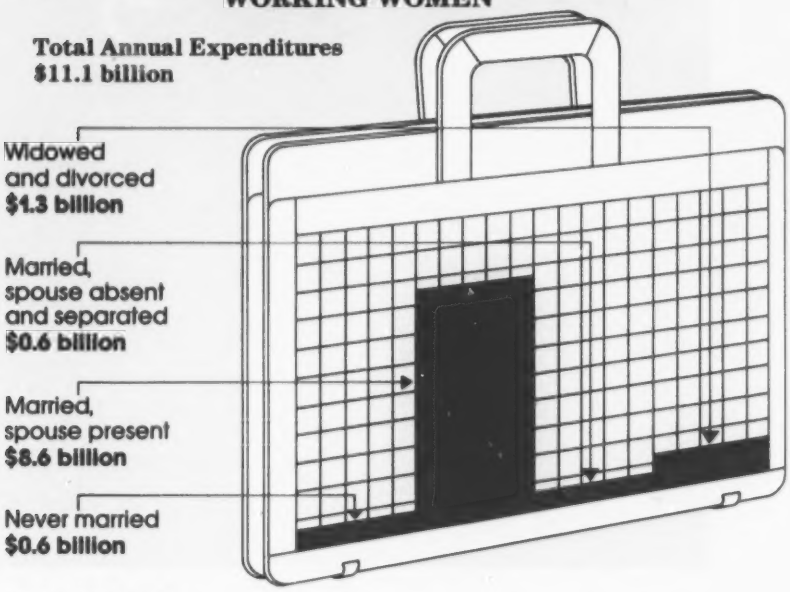
Even in the hospital industry, which has a significant number of work-site child care centers, need far exceeds supply. In a survey of 129 hospitals conducted in the spring of 1987, centers reported serving 12,336 children while having 7,988 more on their waiting lists. Most shocking were the figures for infants: two out of three babies were turned away.

In addition to the short supply, child care is not affordable for many families. The typical cost of full-time child care in America's major cities and suburbs is $3,000 a year for one child. That equals one-third of the annual poverty-level income for a family of three. With two children in care, a family of four with poverty wages would have to spend more than half its total income on child care.

The average child care costs of seven cities (Boston, New York, Atlanta, St. Louis, Dallas, Denver, and San Francisco) for infants to 3-year-olds is $75 per week for family day care and $91 per week for center care. For 3- to 5-year-olds it's $68 per week for family care and $71 per week for center care.

According to the Colorado Department of Social Services, low-income families cannot move out of poverty or take advantage of work and training opportunities because they cannot afford child care. Providing child care assistance to low-income working families so that they can be self-sufficient costs only 38 percent of what it costs to provide Aid to Families with Dependent Children (AFDC) and

AMOUNT SPENT ANNUALLY ON CHILD CARE ARRANGEMENTS, BY MARITAL STATUS OF WORKING WOMEN



Medicaid benefits.

In Massachusetts, almost half of the participants in a child care program designed to help low-income women get off welfare were able to stop receiving AFDC. Research on the links between child care and economic self-sufficiency among low-income families living in public housing revealed that a 50 percent increase in the size of an on-site child care center would result in a 13.5 percent rise in hours worked and a 19.5 percent jump in residents' earnings.

Children Suffer

Children suffer from the shortage of decent child care—and their suffering, in extreme cases, takes the form of tragedy. In the Washington, D.C., area, we all shared the grief of Sandra James, whose 6-year-old son Jermaine, along with his friend Amanda, were killed in a fire in their apartment. These children were home alone. They lived in Fairfax County, Virginia, which has one of the most extensive after-school programs in the nation located in 64 schools. However, the two elementary schools attended by Jermaine and Amanda offered no such program.

Linda Grant's two small children, Anthony (age three) and Maurice (age four), died in Dade County, Florida, on November 6, 1986, in an accident that could have been averted had the family had access to child care help. Although Ms. Grant worked to support her family, her income was so low that she could not afford to pay for child care for the two children. Because she qualified for government help, she put her children on Florida's waiting list for child care assistance, which then included 22,000 other names.

While she waited for help, Ms. Grant relied on friends and relatives to care for the children. But some days these arrangements fell through and the boys were left alone. On one such day, November 6, Maurice and Anthony climbed into the clothes dryer to look at a magazine in a seemingly cozy place, closed the door, and tumbled and burned to death.

Eighteen-month-old Jessica McClure, staying with an aunt who was operating an unregulated day care home, fell into an uncovered well when she was not receiving the supervision that she should have had as a toddler. Jessica got out alive, but daily we hear reports of children who have died because their day care arrangements were unsafe, such

as 10-month-old Ashley Snead who was poisoned by drugs given to her to keep her quiet by her Fairfax County, Virginia, family day care provider.

Had there been affordable, high quality, and regulated care for these children, they might be alive today.

Employers Lose

Employers lose if workers' child care needs are not met. Inadequate child care can lead to low productivity, high turnover, and costly recruitment and training. Several studies of child care and worker productivity found that difficulty in finding child care, satisfaction with the type of arrangement, and frequent breakdowns in child care arrangements affect absenteeism, tardiness, and stress-related health problems. (See, for example, Galinsky, E. and Hughes, D. [1987, August], *The Fortune Magazine Child Care Study* and Galinsky, E., Bank Street College, "Child Care and Productivity," prepared for the Child Care Action Campaign.)

A study of 5,000 workers at five different midwestern corporations found that 58 percent of women and 33 percent of men with young children thought that their child care concerns made them less productive at work. The Child Care Action Campaign, a national child care advocacy group of which AFSCME is a member, estimated the cost to business of child care-related absenteeism at $3 billion annually.

Studies that looked at employers' perceptions of the benefits of corporate child care programs found that employers believed the programs increased their ability to recruit and attract employees, lowered absenteeism, and improved employees' attitude toward the employer. Merck and Company, a pharmaceutical company that employs 15,000 people, documented the effectiveness of its family-oriented programs. Merck offers a parental leave program which permits both mothers and fathers to take up to 18 months of unpaid leave while retaining their benefits and returning to comparable jobs. They get 6 weeks of paid leave and can return to the same job if they return in 6 months. Merck has a flexible leave policy, an on-site child care center, and a resource and referral program.

Merck documented that its flexible time program increased productivity up to 20 percent; the child care center decreased absenteeism; and its parental leave policy reduced the average maternity leave from 7 months a decade ago to 5 months. Merck also demonstrated that even after the cost of the leave policy is deducted, it adds an average pre-tax value of $12,000 an employee since the company saves the expense of training new workers. Its benefit package also accounts for the company's low turnover rate of 6 percent against an American average of more than 14 percent. (*New York Times*, July 20, 1988.)

An evaluation conducted of AFSCME/CSEA's first on-site center for state employees, The Children's Place, found that, of the parents surveyed:

- 62 percent said that they would have experienced child care problems if Children's Place did not exist;
- 88 percent observed positive effects in their children since they began attending the center;
- 83 percent reported that they worry less about their children during the day than they did before they were enrolled nearby at the center;
- 47 percent felt their work productivity had improved;
- 45 percent of women respondents said that the center had enabled

them to either become employed, remain employed, or return to work sooner than otherwise would have been possible; and

- 92 percent said that their children looked forward eagerly to going each day.

Yet, only 3,500 out of 6 million employers offer some kind of child care services for their employees (The Conference Board).

Employers also will lose in the future if they do not invest now in America's young children. An increasing number of business and government leaders agree that early childhood development programs play a key role in getting children off to a strong start. For example, the Research and Policy Committee of the business-led Committee for Economic Development believes that "preschool programs ... that target the disadvantaged and stress developmental learning and social growth represent a superior educational investment for society." The group "... strongly support(s) quality preschool education for disadvantaged three- and four-year-olds" and "recommend(s) that the nation continue to expand these programs until every eligible child has an opportunity to be enrolled."

According to the National Governor's Association, in its 1986 report, *Time for Results: The Governor's 1991 Report on Education*, quality early childhood programs "reduce the high school dropout rate, increase the college attendance rate, increase employment, and reduce the welfare and crime rate after high school." In a 1987 article about America's so-called underclass, *Fortune* magazine strongly supports including comprehensive early childhood development programs, such as Head Start, as the child care component of any welfare-to-work program.

Pamela Parlapiano

Child Care Providers Suffer

According to the Bureau of Labor Statistics, two out of every three child care workers earn below poverty wages, regardless of their experience, training, or education. The median annual income of full-time child care workers in 1984 was $9,204 for those employed in educational and social services settings and $4,402 for those working in private households. Child care providers are paid less per hour than animal caretakers, bartenders, or parking lot attendants. Two out of every three child care workers receive neither health nor retirement benefits.

More than 2 million workers, mostly women, are employed to care for our children. The extraordinarily low salaries paid to child care providers make it increasingly difficult to find qualified staff for the growing number of children who need care. Turnover in child care centers averages 40 to 60 percent a year and the rate is even higher among family day care providers. The inability of early childhood programs to attract and retain qualified staff is increasingly identified as one of the most serious barriers to the availability of quality child care. (Child Care Employee Project, 1988.) As a result, young children who need security and stability constantly must adjust to new caregivers.

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Some AFSCME affiliates have been successful-in winning child care at the workplace or in raising the salaries and benefits of child care providers either through lobbying their elected officials or bargaining for it or both. For either technique, you need to know all the facts about the status of child care in your community before developing strategies for winning child care. This chapter will discuss the steps you should follow to prepare for negotiating a child care program.

For Child Care Workers

Stress and Burnout.

Child care occupations are high-stress. They entail heavy responsibility for the welfare of others and yet they are undervalued, have incredibly low status and are very poorly paid. The level of stress increases as the ratio of staff to children decreases, leading to more responsibility, less opportunity for relief, and more potential for emergency situations to occur.

Worker stress often results in burnout. Causes of burnout include the emotionally draining nature of the work itself, demands created

AFSCME CHILD CARE WORKERS

New York City

AFSCME Council 1707, Local 205, represents some 6,000 employees working at 343 day care centers throughout New York City. Local 205 has not only improved the wages and benefits of the day care employees, but has become a major advocate of child care services in the city and is a leader among the most politically active unions in the state.

Local 205 has sponsored legislation calling for additional staffing and funding of quality day care centers to insure children's safety and to protect and extend day care.

In 1988, Local 205 ratified a new contract which provides its teachers with the same starting salaries as received by public school faculty. Other job categories in day care will receive a 5 percent increase compounded in each year of the contract, totalling 15.76 percent.

Head Start Local 95 also is a part of D.C. 1707 and has won wage increases and a significant improvement in working conditions for a staff of more than 120 Head Start centers throughout the City of New York.

D.C. 1707 also is in the process of organizing 2,000 family day care providers. The providers care for approximately 8,000 children in New York City. When 1707 is successful in its organizing drive, it will represent all nonprofit child care workers in New York City.

Minnesota

Child care workers at the Minneapolis Community College Child Care Center, which is affiliated with the state college system are represented by AFSCME Council 6 and, as state employees, have been brought under Civil Service classification. They have also benefited from the state's comparable worth study. Child care teachers there now start out at $8.42 an hour, and progress up to about $12. Assistant teachers' starting wage is $8.01 an hour. Employees also have fully paid benefits; health, dental and life insurance; ten yearly paid holidays; and paid sick and vacation leave.

by staff cutbacks and budget crises, the difficulty of measuring success on the job, and the public perception that the child care profession is unimportant.

Burnout manifest itself in high absenteeism and turnover rates. Stress-related symptoms, such as insomnia, gastrointestinal disease, headaches, nervousness, and irritability may develop. Burnout can occur so gradually that the worker experiencing it may not identify it as such. Often, victims blame themselves for problems they are having rather than consider their job as a contributing factor.

The union can help workers reduce their stress level in a number of practical ways through the collective bargaining process. The first step is to define what aspects of the job cause burnout. Talk to workers. Find out if they are having problems. A strong union safety and health committee can then work on eliminating some of these causes. The following are possible actions for the union.

1. *Contract Language*

Negotiate strong contract language to:

- Establish appropriate caregiver-child ratios and minimum group size. The National Association for the Education of Young Children recommends a 1 to 3 ratio for infants and a group size of 6 to 8 infants as minimum standards for the safe care of infants.
- Increase wages to adequately compensate for the skills, knowledge, and responsibility required by the job.
- Provide work areas that allow for occasional privacy for child care workers.
- Improve physical working conditions, such as ventilation, overcrowding, noise, and excessive heat and cold.
- Make all disputed remedies for burnout subject to the grievance procedure.

2. *Labor Management Committees*

Establish a labor-management committee to give the union more participation in the design of jobs and in workplace decisions. The committee could focus on such issues as career development programs and quality of worklife. In addition, the committee could set up and operate an effective Employee Assistance Program to assist employees with personal or family problems.

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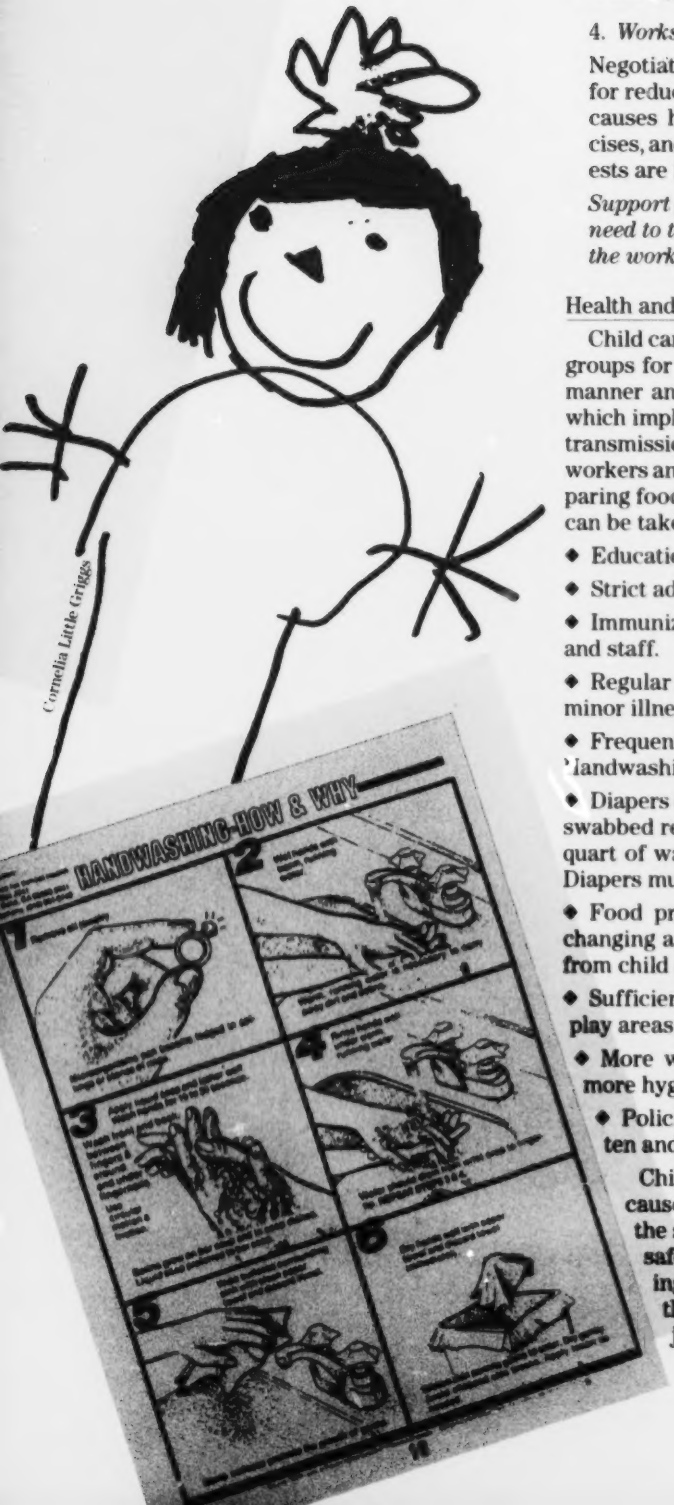


3. *Support Groups*

Start support groups where employees can share information and problems, develop ways to eliminate the causes of burnout, and help each other realize that the way they feel is caused by their working conditions and not by personal weakness.

4. *Workshops*

Negotiate or recommend workshops to teach workers techniques for reducing burnout in the workplace and coping with it until the causes have been addressed. Physical exercise, relaxation exercises, and making more time for families, hobbies, and outside interests are important methods.

Support groups and workshops should in no way substitute for the need to take collective action to eliminate the causes of burnout in the workplace.

Health and Safety

Child care workers and young children who are brought together in groups for care have increased exposure to infectious diseases in a manner analogous to a large family. However, child care programs which implement appropriate health and safety policies help prevent transmission of infection. Studies show that when child care center workers and children wash their hands after diapering and before preparing food, the threat of illness drops significantly. Precautions that can be taken to prevent spreading infections include:

- Education and training for employees.
- Strict adherence to isolating children who are ill.
- Immunization and routine health care requirements for children and staff.
- Regular instruction about hygiene, nutrition, and management of minor illness for parents and children.
- Frequent and regular handwashing by both staff and children. Handwashing after each diaper change is especially critical.
- Diapers should be changed in designated areas only, areas that are swabbed regularly with disinfectants. (One tablespoon of bleach per quart of water is recommended by some local health departments.) Diapers must be disposed of in closed, plastic-lined receptacles.
- Food preparation must be physically separated from play and changing areas. Food preparation duties also must be kept separate from child care duties.
- Sufficient janitorial staff must be provided to keep playthings and play areas clean and disinfected.
- More workers (higher staff-child ratios) have time to create a more hygienic environment.
- Policies for the care and isolation of sick children must be written and enforced to reduce the risks for staff and other children.

Child care workers also are susceptible to back injuries because of frequent lifting of children and inadequate training of the safe ways to lift. Training emphasizing a few principles of safe lifting—such as lifting with the legs and not the back; lifting in slow, easy motions; and pivoting instead of twisting the body—would help to alleviate the frequency of back injuries among child care workers.

Child Care Workers and Child Abuse

Incidents of children suffering from abuse, sexual, physical and/or emotional, have had a very deleterious effect on the entire child care industry and those working in it. No one would defend any child care worker who in any way harms a child. However, this kind of situation occurs very rarely. A national study conducted at the University of New Hampshire in 1985 found that the risk of abuse in day care centers is less than the risk of abuse in a child's own home. (**Sexual Abuse** in Day Care: A National Study.) The sensational nature of the publicity around past incidents has unfairly cast a shadow over all child care workers and makes their work even more sensitive and difficult.

Child care workers and the unions that represent them are strongly in favor of in-depth reference checks of all prospective workers. However, no worker deserves to be viewed as suspect simply because a few other workers have proven themselves to be undeserving of trust. Child care workers expect management to insure that the people employed to work in child care facilities are deserving of the trust that will be placed in them to care for children.

For Child Care Services

Employer involvement in child care programs is growing as new studies show the importance of such services to the productivity of their employees and the retention of a stable workforce. More and more public and private employers are working with union representatives in a common effort to accommodate the critical needs of working parents for quality child care services. For example, as of 1988, some 3,500 companies were providing some form of child care assistance. This is a fourfold increase over the 600 who did in 1982.

Only a few employers sponsor child care centers or offer costly programs. However, a child care center is not the only approach to the need for child care. Child care needs vary widely, ranging from the need for information on existing care to the need for financial subsidies to purchase care. Chapter III describes the various options, but first you need to know how to start.

How To Proceed

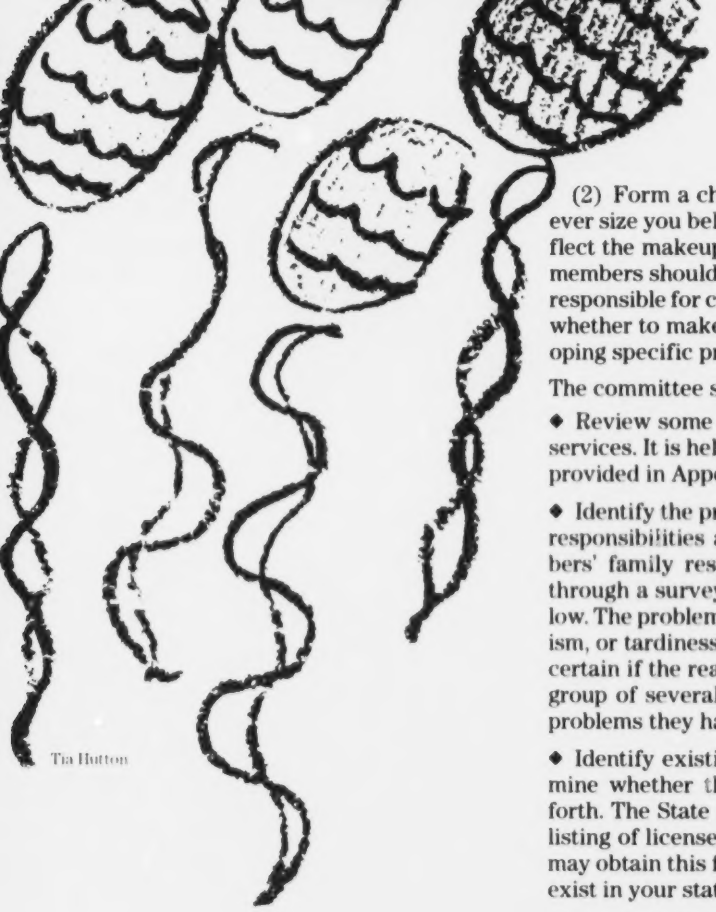
Planning and implementing a program of child care services at or through the workplace is not a simple task. It is a process that will require a major commitment of work and perseverance. A very persuasive and strong case will have to be made to both the employees and the employer if a program is to be successfully implemented.

Outlined below are suggested steps for developing a child care program through the collective bargaining process.

(1) Discuss the issue at union meetings to determine the level of interest (or opposition) among the membership.

Before a proposal is presented to the employer, it is essential that the union membership be firmly committed to the issue. Unless it is a *priority* issue for union members, nothing will be accomplished. Management's initial reaction might be negative because of the potential start-up costs in dollars and human resources. This opposition can become entrenched if management perceives that the union membership is not unified or well informed on the issue or that the issue is of secondary importance to the membership.

It is important to communicate to all members that child care is not solely a "women's issue," but a union issue and an investment in our future. Use the arguments outlined in Chapter I to educate the membership about the critical need for child care and the need for everyone's support.



Tia Hutton

(2) Form a child care committee. The committee can be of whatever size you believe will get the job done and its members should reflect the makeup of the membership by race and sex. Above all, the members should be committed to the task. The committee should be responsible for conducting a thorough needs assessment to determine whether to make child care a priority for the union, and, if so, developing specific proposals as to how the union should proceed.

The committee should:

- Review some of the current literature on the subject of child care services. It is helpful to learn from other experiences. References are provided in Appendix F, Publications and Videos.

- Identify the problems members have in balancing work and family responsibilities and the problems for management caused by members' family responsibilities. Members problems can be identified through a survey. Steps for conducting the survey are discussed below. The problem for management may be low productivity, absenteeism, or tardiness. You may want to review disciplinary actions to ascertain if the reason was child care-related or you could use a focus group of several members who are parents to discuss in detail the problems they have experienced.

- Identify existing child care services in the community and determine whether the services are adequate, available, costly, and so forth. The State Day Care Licensing Agency can provide you with a listing of licensed centers and day care homes in the state. You also may obtain this from statewide resource and referral agencies if they exist in your state. See Appendix E, State Child Care Contacts.

At one of its early meetings, the committee should invite a representative of the state or local day care licensing agency to discuss the fees, programs, vacancy rates, and so forth, of child care services that are available in the community, as well as licensing requirements for establishing new programs. This information can help you document the extent of the problem for parents and can be used when determining which option(s) to recommend.

Needs Assessment

The survey should be designed so that the committee gets a complete picture of members' child care needs, the problems they are experiencing with their current arrangements, and their opinions about employer-sponsored child care. The questionnaire should be simple and easy to complete, but should include all the information necessary to make a decision about pursuing a child care program.

The sample survey found at Appendix C is designed to elicit not only child care information, but general information about the makeup of the membership and their opinions about employer-sponsored child care. This information will help the committee guage membership support for a child care program if the union decides to go forward with a proposal. Some information also can be used at a future date for other family-related programs, such as flexible leave policies for members to care for elderly parents.

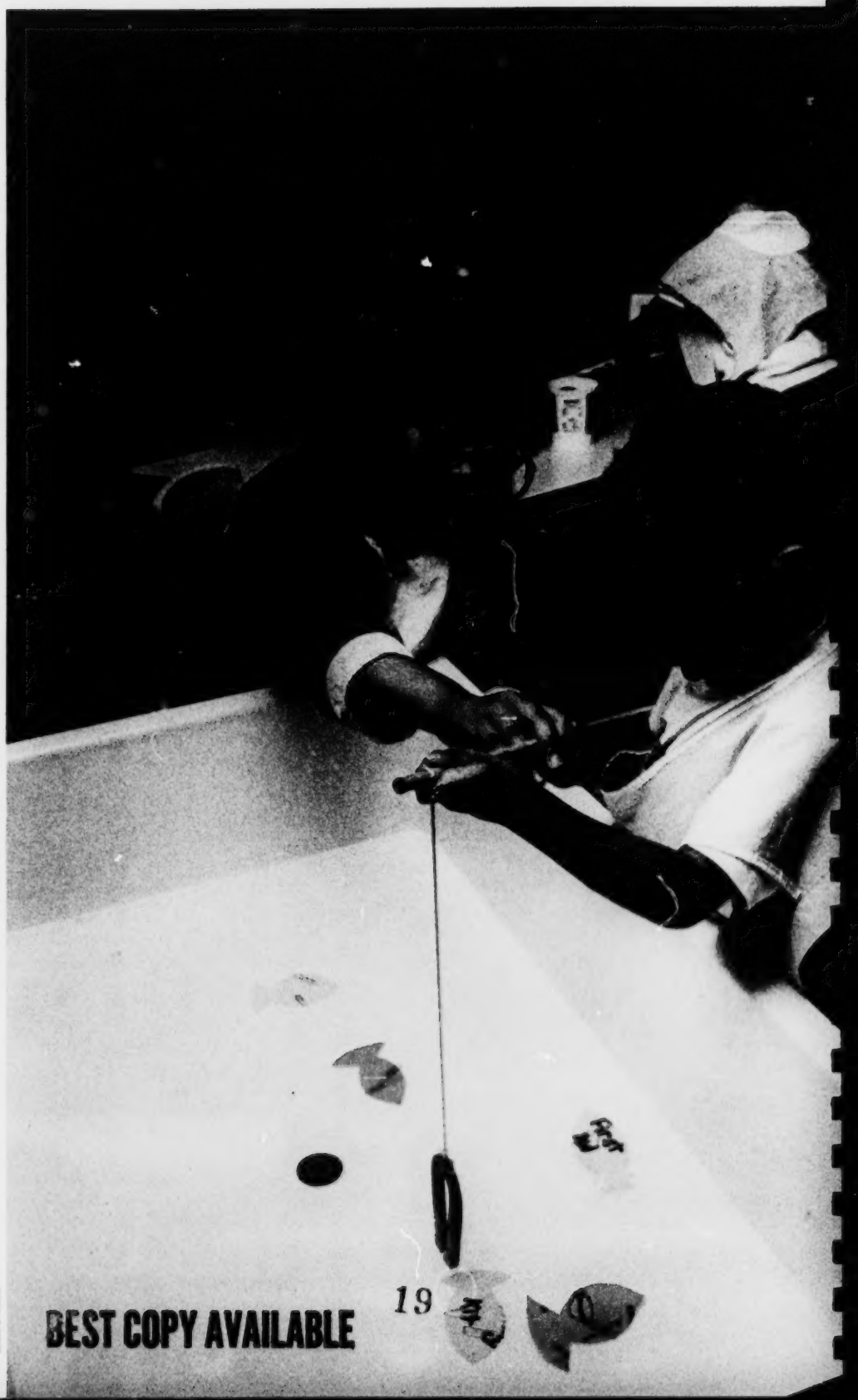
It is a good idea to disseminate information about the upcoming survey at union meetings and in newsletters before distributing the survey so that most interested persons will respond.

The questionnaire could be sent to each union member with a stamped, return-addressed envelope, or it could be distributed through the steward network. The cover letter, with the questionnaire, should outline the union's interest in the issue of child care and

the appointment of the child care committee. However, *it should not unduly raise the expectations* of the members. The letter should stress that the questionnaire is simply an effort by the union to determine whether or not child care services are a problem for the members.

Appropriate follow-up notices in union newsletters and announcements at meetings should be used so that as many questionnaires as possible are returned. *Surveys roughly yield a 15 percent return rate, so don't worry if you don't get more.*

(4) The committee should prepare a report to the union membership. The report should summarize and evaluate the results of the survey and describe the status of child care services in the community. The report can conclude with the committee's recommendations for specific proposals, including cost estimates and funding mechanisms.



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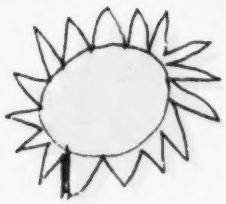


Based on the results of the employee survey and recommendation of the committee, the union can decide what kind of child care package is needed (see Chart on page 18). Options among which the union can choose include the following.

Flexible Personnel Policies

Flexible personnel policies to allow parents to work around their child care arrangements can be established through the negotiating process with relatively little start-up expense. These include:

(1) Alternative Work Schedules

Allows employees to vary (within constraints agreed to by the union and employer) the time they report to work and depart from work. In some programs, the work week also can be compressed to less than the normal 5 days. In a 1984 General Accounting Office survey of federal executive branch employees, 517 of 625 respondents said that the federal alternative work schedule program enabled them to meet certain family obligations without having to take leave.

(2) Time Off for Family Emergencies

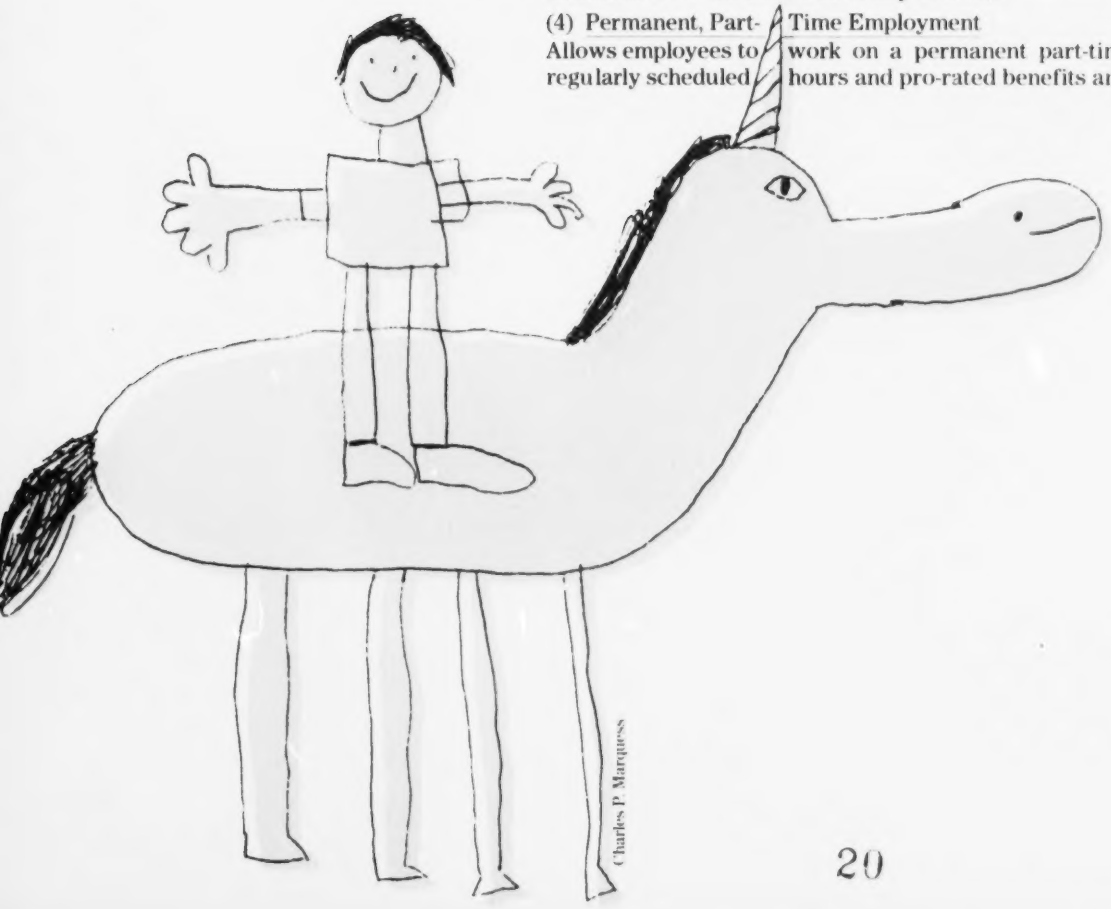
Some contracts allow use of sick leave to attend to family emergencies including children's illness, and some provide several personal leave days each year in addition to vacation and holidays to be used at the employee's discretion. Such provisions are of considerable benefit to employees with children.

(3) Parenting Leave

In addition to maternity leave, some agreements allow employees to take extended leave up to a specified period of time to take care of newborns or to care for a seriously ill child.

(4) Permanent, Part-Time Employment

Allows employees to work on a permanent part-time basis with regularly scheduled hours and pro-rated benefits and leave.



Charles P. Marquess

EXAMPLES OF OPTIONS BASED ON SURVEY RESULTS

SURVEY RESULT	OPTION	COST TO EMPLOYER	BENEFIT TO EMPLOYER
Work hours do not correspond to hours of child care arrangements. Employee is frequently late or leaves early.	Alternative work schedule.	Relatively little start-up costs.	Reduces absenteeism and tardiness.
Sick leave is permitted only when the employee is sick not when the child is ill. Employer may claim sick leave abuse when it is not.	Time off for family emergencies.	No cost.	Increases the morale of employees.
Employees have difficulty finding and evaluating the quality of care they need.	Resource and Referral program.	Cost varies depending upon the type of program offered; can range from $4-8 per employee, annually.	Low start-up and operating cost. Employer may deduct as a business expense. Reduces absenteeism and tardiness.
	On-site or near-site child care center.	Start-up cost for a center for 25-75 children can range from $50,000-$150,000 with an estimated operating budget of $70,000 to $250,000.	Reduces absenteeism, tardiness, and turnover rates and increases morale, productivity, recruitment, and retention of employees. Also increases the employer's image in the community.
Employees need financial help.	Voucher and/or vendor program.	Depends upon the amount of employer payment, eligibility criteria for employee participation, and number of participants. The Ford Foundation pays 50% of employee's child care cost with a total family income under $32,000. For 28 employees, the highest annual cost has been $15,676, with annual cost per participating employee ranging between $386 and $875.	Good for employers who have scattered worksites. Does not require capital investment, start-up costs, or management responsibility. It could be tax deductible to the employer if it meets certain IRS requirements. There is no liability to employer. Also, increases morale, productivity, recruitment, and retention.
Employee is satisfied with their arrangement, but need care when those arrangements breakdown, such as illness of child or providers, difficulties with transportation, school closings, or holidays.	Emergency care.	Not as costly as an on-site center.	Reduced employee stress, tardiness, absenteeism. Increased productivity.

Resource and Referral Program

Generally, a resource and referral program gives employees information about child care providers in their communities. Ideally, if you are considering this option, the program should do more than just provide employees with a listing of child care services or give referrals on the telephone. A good resource and referral program should be staffed by a full-time director. The director should conduct personal interviews with parents in order to match their needs with available services, brief them on the various options, and give them information to make informed choices.

The director also should work with child care providers to improve the quality of care and act as an advocate for expanded services. For example, the director can establish a network of independent family day care providers who would supply child care for employees' children. The director could make periodic visits to the home, recruit and train care givers, and provide resource materials. The program can be monitored by a joint labor-management committee. The program director would then be accountable to both the union and the employer and responsible for providing periodic reports to the committee on any further needs of employees and any issues which may arise. These reports can provide a base for other child care benefits.

A resource and referral program can be established with little start-up expense. In fact, of the approximately 3,500 employers providing some type of child care service, this option is most often provided (about 1,000 employers). It is most effective when there is sufficient, affordable child care available in the community or where the resource and referral service itself is able to stimulate new care.

Voucher and Vendor Programs

These programs help employees pay for the cost of child care of their own choosing. The employer subsidizes child care costs, either in full or in part, in payments made directly to the parent in the form of a voucher. Or payment can be made directly to the provider of the child care (vendor). These options are practical when only a few employees need child care services or where they live far away from the

AFSCME COUNCIL 93 CHILD CARE VOUCHER PROGRAM

In a contract covering 1,400 state employees in Maine, AFSCME negotiated for annual payments of $500 for AFSCME families with an adjusted gross income of less than $25,000 in the previous calendar year.

AFSCME LOCAL 2960 CHILD CARE VENDOR PROGRAM

At the urging of Phoenix Local 2960 the Phoenix City Council and Maricopa County Board of Supervisors established a child care program for city and county employees. The employer chose to contract with a private child care program, Sunrise Preschools, to provide services to city and county employees at a 25 percent weekly discount on child care fees for three years. The discounted weekly rate is $69 for infants and one year olds, $61.50 for two year olds; and $54 for preschoolers. Sunrise has eight schools in the area.

workplace and each other. They also can be considered in combination with a resource and referral program.

The cost to the employer of these programs depends largely on the amount of the company's payment, the eligibility criteria for employee participation, and the number of participants.

Family Day Care Homes

The most popular means of child care, such networks consist of individuals who provide care to a small group of children in their homes. Family day care homes are particularly useful for parents of infants and small children who are harder to place in conventional centers, for parents who work odd hours, and for parents with school-age children. Most states do not require family day care homes to be licensed. However, the union can negotiate a resource and referral program to recruit independent family day care providers for employees' children and ensure the quality of services provided.

Emergency Care

The employee survey may show that most employees are satisfied with their child care arrangement, but need care when they break down, such as the illness of a child or a child care provider, difficulties with transportation, and school closings or holidays. This can be determined by how much time employees say they have taken off for child care-related reasons.

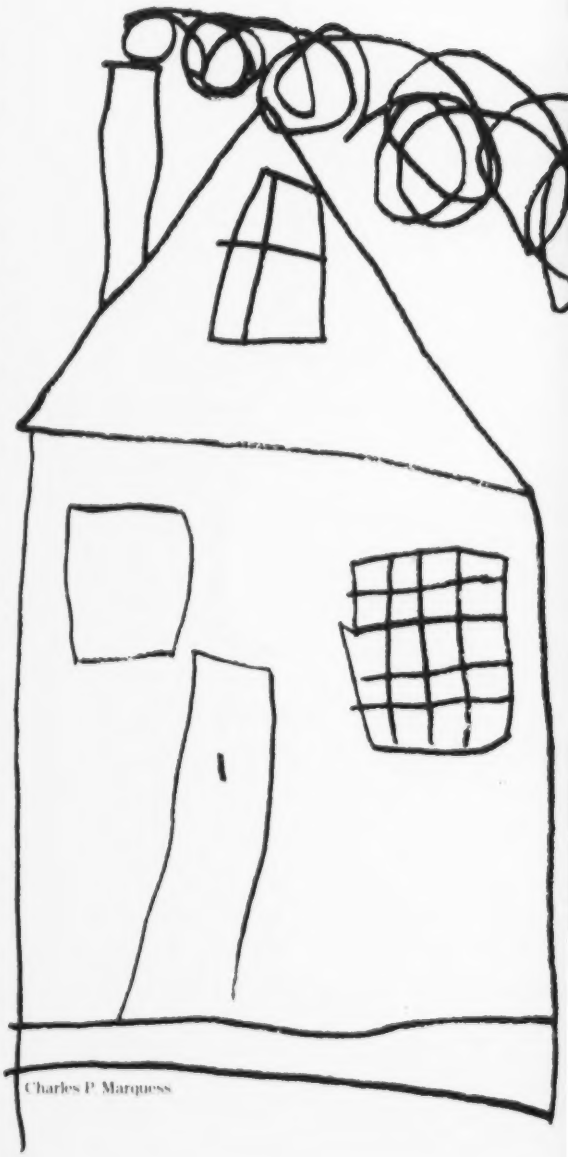
An emergency care facility is not as costly as an onsite center. For example, Wilmer, Cutler & Pickering, a Washington, D.C. based law firm, offers its employees such a service. The firm's operating costs are minimum, according to the director. The initial outlay for equipment was small—about $350 for toys and a little over $1,000 for furniture. The yearly budget for operation of the facility (director's salary; assistants, capital expenditures) is about $26,000. The center is open seven days a week, from 8:45 a.m. to 5:30 p.m. on weekdays, and from 9:00 a.m. to 5:00 p.m. on weekends. Parents are expected to call between 7:00 a.m. and 8:30 a.m. to reserve space for that day during the week, or before 5:00 p.m. on Friday to reserve space for the weekend.

On-site Centers

While an on-site child care center is the most well-known and visible option, it will take considerable planning to implement primarily because of the cost. The General Accounting Office conducted a comparison of the operating costs of such centers at selected companies. It reported that a 1981 estimate by Hewitt Associates placed start-up costs for a center for 25 to 75 children at $50,000 to $150,000 with an estimated annual operating budget of $70,000 to $250,000.

While the costs seem prohibitive, there are certain benefits of an on-site center to both employees and to the employer. For employees it can provide a place for children and parents to interact during the day and offers both parent and child a greater sense of security and comfort. For employers it can improve morale, reduce absenteeism and turnover, increase productivity, enhance recruitment and improve community relations and national recognition. A convincing argument for a center would be to show the cost to the employer (i.e., absences, turnover, reduced productivity and so forth) by not providing the center.

The union should consider this option very carefully. It should be designed as if you were to start a small business. Should the union, after weighing all the pros and cons, decide to try to establish a child care center, more detailed information is provided in Appendix A.



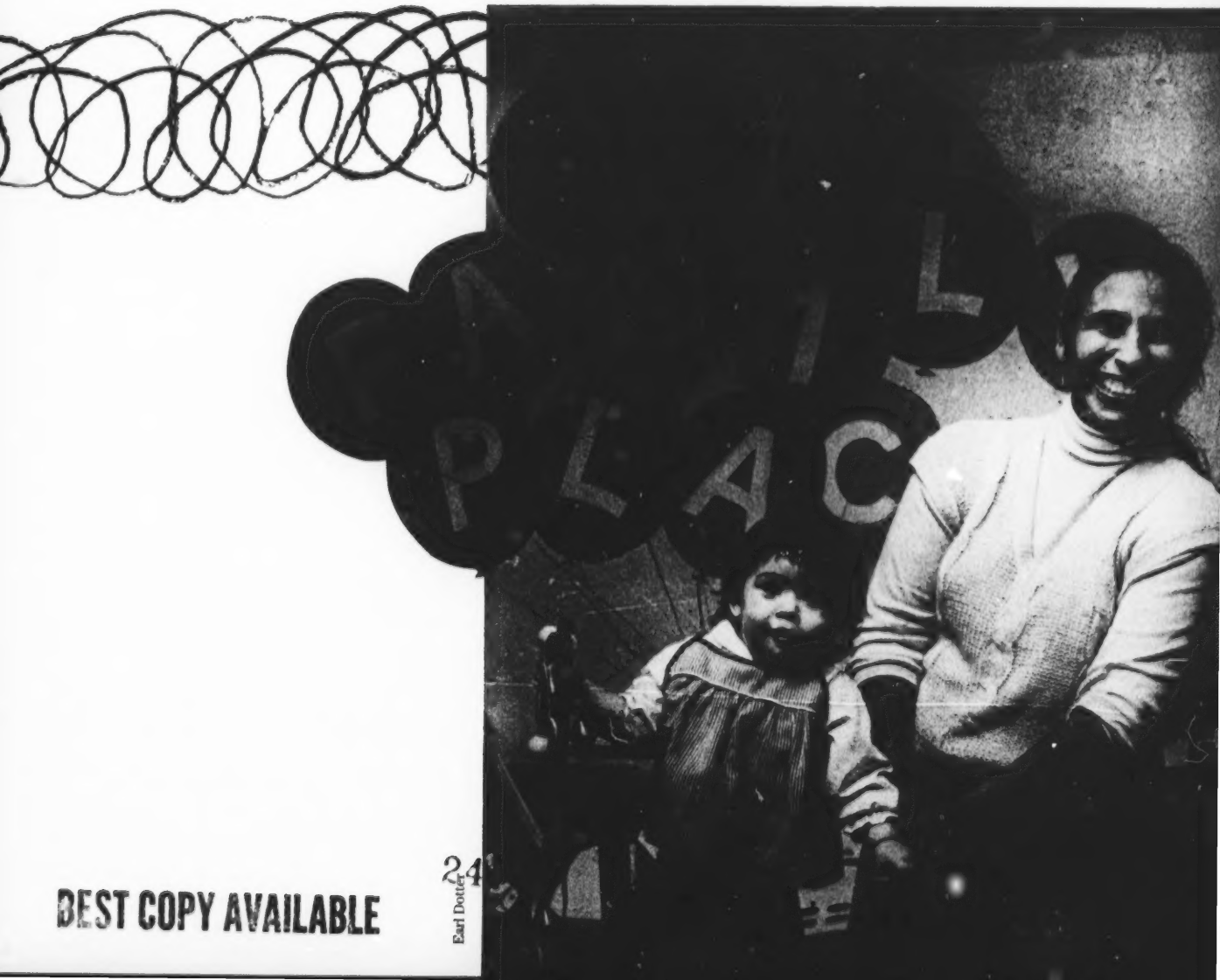
Charles P. Marquess

TOLEDO MEDICAL COLLEGE OF OHIO DAY CARE CENTER

AFSCME Local 2415 negotiated for an on-site child care center more than 30 years ago. The college subsidizes more than 70 percent of the operating costs by paying for staff salaries and benefits, supplies, equipment, and utilities. The substantial employer subsidy keeps parent fees low and quality high.

Parents pay $6.50 per day for one child and $5 for each additional child. Because of high demand (there is a 2 year waiting list), the college will increase its center enrollment from 40 children to 80 in 1988. The center provides meals and diapers for infants as well as early childhood development programs.

Center staff are state employees, represented by Local 2415, and receive good salaries and benefits. Turnover rates are minimal. In fact, the center expects one of its employees to retire in 1988 with full retirement benefits.



Earl Dotter

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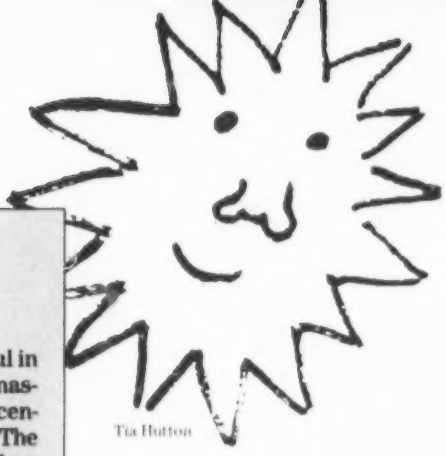

Tia Hutton

AFSCME LOCAL 1000, CIVIL SERVICE EMPLOYEES ASSOCIATION STATEWIDE CHILD CARE CENTER NETWORK

CSEA/AFSCME and the State of New York were successful in establishing the first only worksite child care network on a massive scale in state government. There are currently 37 such centers across the state that accommodate over 2,500 children. The centers are self-sufficient, supported by parents' fees based on income. The largest center cares for 160 children and operates from 6:30 a.m. to midnight. Fees range from $40 to $86 per week per child. The average highest rate is $70. The centers are prepared to handle children from 8 weeks to 5 years old. Some also provide certified, year-round kindergarten programs as well as summer and after-school care for 6 to 9 year olds. The centers are monitored by a Statewide Labor-Management Day Care Advisory Committee of which CSEA/AFSCME is a member.

CSEA negotiated $9.5 million over a 3 year period to continue expansion of the child care center network in 1988. In addition, during the first year of the 1988-1991 contract, three evening shift pilot programs will be established at worksite child care centers for employees who work overtime and during the evening shift.

The money also will be used to provide grants for start-up and operating costs and training of child care workers. Base grants will be in the amount of $40,000 to start a center for 30 children and an additional $500 per child with an enrollment over 30 children. In addition, the money will be used to help workers buy health insurance or an IRA.

Pamela Parlapiano

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Building Coalitions

The more groups supporting an issue from a variety of perspectives, the more strength we have. Employers, elected officials, or the media sometimes will have little interest in an issue supported by an AFSCME local. Yet, that same issue might be regarded differently if it were supported by the community. Child care is an issue which affects everyone in the community. It is a labor, family, workplace, and economic issue. This means that there is lots of room for building alliances with the organizations that represent all these different groups.

Making Contacts

First, consider people we know and organizations we have worked with in the past. You may want to consider any of the following groups: religious, parents, social service, women's, other labor unions, minority, senior citizen, community-minded, advocacy, and child care resource and referral agencies. Sometimes, well-known sports or media personalities who have experienced child care problems may be willing to speak out in support of our cause.

You may want to survey the membership to determine community groups and religious organizations to which they belong. It is generally easier to contact an organization when you already have a common link. (See "Member Survey" sample on page 24.) An excellent initial source is the already established Alliance for Better Child Care (ABC) coalition. For state ABC contacts, call or write to the International's Women's Rights Department listed in Appendix D.

After generating a long list of possible contacts, begin by prioritizing them. Depending upon the amount of time you have, start slowly and set specific short- and long-term goals. Goals should be realistic and "countable." For example, you may choose to contact 10 organizations over the next seven days. You also may want to try role-playing the situation in your committee before actually initiating your first contact. Anticipate questions and concerns others may have. The easiest way to begin is to follow these steps:

- Gather preliminary information about the organization to be approached.
- Find out which AFSCME members belong to or have friends or relatives that belong to the organization.
- Find out if there is any history, positive or negative, between AFSCME and the organization.
- Send an introductory letter and arrange a follow-up personal visit. Have the member who is a link with the organization accompany you, if possible.
- Always consider motivations for the organization to become involved, its organizational structure, and so forth, while preparing what to say during your initial meeting.

It is always helpful to ask for a group's support in a specific way. You might ask them to:

- Pass a resolution to be submitted to the decision-makers (Governor, State Senators or Representatives, or County Supervisors).
- Write or sign postcards that we can collect and submit to the decision-makers.
- Sign a petition to the decision-maker.
- Contact the targeted decision-maker via telephone or at a meeting.
- Contact the press with the group's statement or a joint statement with AFSCME.

Tea Harrison

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Support Child Care WORKS with Endorsement

To support Child Care WORKS, sign and return this resolution. Endorsements from groups as well as individuals are encouraged. Resolutions should be returned as soon as possible to: Child Care WORKS 1006 W. Lake St. Mpls., MN 55408.

Resolution of Support

WHEREAS our children deserve the opportunity to develop in a healthy, safe, and loving environment, and

WHEREAS 60% of all Minnesota mothers of children under six years of age are in the workforce, and

WHEREAS the availability of high-quality, affordable child care is an absolute necessity for working parents, and

WHEREAS public support of child care has been proven to be a cost-effective method for improving the economic climate of the state and of reducing social welfare expenses, and

WHEREAS the need for child care fee assistance for lower income people in Minnesota has been clearly demonstrated, now therefore

BE IT RESOLVED, that _____ (Name of Organization or Individual) _____ (Date)

supports the Minnesota Child Care WORKS 1988 Legislative Agenda which calls upon the Minnesota State Legislature to:

1. **Make Child Care More Affordable**
   By helping lower-income parents who work or attend school pay for child care through increasing the sliding fee program and expanding the child care tax credit.
2. **Improve the Quality and Availability of Child Care**
   By supporting ways to improve child care salaries, benefits, training resource and referral se grants and encouraging accreditation.
3. **Increase the Supply of Early Intervention/Education Programs Quality Child Care**
   Any new education funds for at-risk children should be av epmentally appropriate programs in the community or in

Name _____

Organization _____

Address _____

_____

Zip _____

Legislative District (IA

MEMBER SURVEY

The Child Care Committee is contacting various community organizations to try to enlist their support in our campaign for better child care. We know that many AFSCME members are already active in the community and may have suggestions about organizations we can contact.

Please take a few minutes to answer these questions. By answering them you are not committed to any action; we are just gathering information.

1. To which community organizations do you belong? (PTA, religious, ethnic club, women's advocacy group, etc.). If the organization's function is not clearly evident from the name, please indicate type of organization. Are you an officer or do you hold any leadership position in these organizations?

Organization	Position
a)	
b)	
c)	
d)	

2. Are you a volunteer for any community organization? Please describe briefly:

a) _____

b) _____

c) _____

3. What ideas do you have about ways our child care committee can work with community organizations with which you are involved?

_____

_____

_____

_____

Name _____ (H) _____ Shift

Address _____ No. (W) _____

- Become a member of the coalition's steering committee.
- Offer the names of other people and organizations we can contact.
- Write "letters to the editor."
- Allot time for discussion of the current situation at their membership meeting.
- Print an article about the situation in their newsletter.

Structuring the Coalition

Ask representatives of key groups or individuals with name recognition to serve on the steering committee. This committee will make policy, develop plans of action, and coordinate all other activities. Be clear about the amount of time involved in this committee. Their participation will broaden support for our issue and strengthen their commitment to it.

As the coalition evolves, members from other organizations also will begin joining the various other committees. Family members, ministers, and local child care advocates can contribute greatly to our lobbying, public relations, and community outreach work.

Extra Tips on Working in a Coalition

Working in a coalition is never simple. By its very nature, a coalition joins many different organizations for the purpose of working together for a common goal. Therefore:

- Understand clearly the self-interest of the organizations involved. Be clear about AFSCME's motivations for being a part of the coalition. Each group needs to assess realistically what it is willing to contribute in order to receive what it needs from the coalition. If a group doesn't get what it needs from the coalition, it may withdraw early.
- Coalition members need to be flexible and open-minded. We often have strong differences with the groups we're working with, yet we need each other on these particular issues.
- AFSCME members should occasionally attend functions of other groups involved in the coalition. Visible signs (i.e., wearing AFSCME buttons or T-shirts) that we support a fundraiser, church installation, annual meeting, etc., help to strengthen our relationships. Encourage other coalition members to attend AFSCME functions.
- Never assume that the other organization functions the same way we do. Get to know its formal and informal structures and decision-making processes.
- Establish and assign specific tasks. Make sure AFSCME keeps a reputation as an organization that delivers. Come to an agreement on how decisions will be made, who has responsibility for fundraising, and who speaks publicly for the group.
- Collect names of everyone who expresses an interest in working with you. Keep written notes of all of the contacts you make.
- Beware of "reinventing the wheel." Always ask what has already been tried, and what has and hasn't worked.
- Keep records of everything you do. Records remind us of all that we have accomplished. Also, we can share our experiences, both successful and not so successful, with other AFSCME locals and coalitions across the country so that they won't have to "reinvent the wheel."

Why Lobby?

Lobbying elected officials in Washington and on the state, county, city, or town level is an important way to convince them to support our positions. As mentioned in the Introduction, AFSCME is lobbying for passage of the Act for Better Child Care, a major child care bill being considered by the U.S. Congress. Our members also accomplished a great deal through lobbying state and local legislatures for improved child care services.

When we think of lobbying we often imagine a high priced defense contractor wining and dining an elected official. That is one example of lobbying. In general, lobbying is merely trying to affect the outcome of a decision or trying to convince someone to do something.

Every AFSCME member needs to be involved personally in the process as citizens and taxpayers, thereby convincing legislators that AFSCME is more than a handful of officers and staff. Legislators respond to their constituencies, and a good lobbying campaign demonstrates that their constituents support a certain position.

Our principal goal in lobbying is to demonstrate strong, broad-based support for our position and to persuade decision-makers to agree with us. We need to convince them of the substance of our position and of the backing we have. Because of this, a coalition of family members, community groups, and other concerned citizens may be able to lobby an elected official more effectively than AFSCME members alone.

Initial Steps

First, you need a list of your elected officials with their telephone numbers and addresses. You need to determine where each of them stands on the issue we are concerned about. The questions you need to consider are:

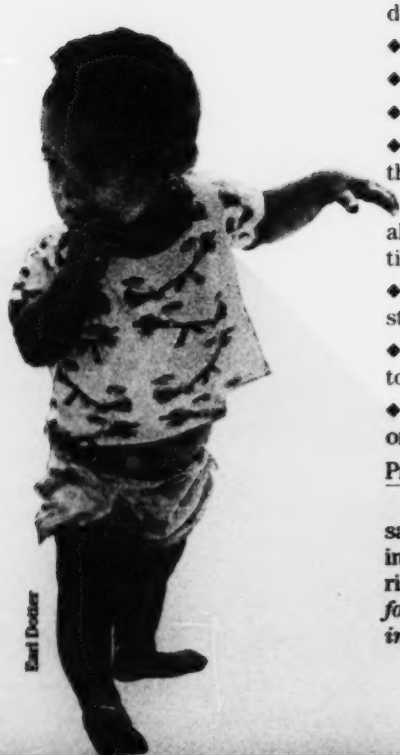
- Is the official for or against our position?
- Can he or she be persuaded to support our position?
- Who are the most influential people in the legislative body? Where do they stand and who can they influence?
- Do any AFSCME members know them personally?
- Have any AFSCME members worked on their campaigns?
- When are they up for re-election? Do they have any opposition?
- How many AFSCME members and members of the coalition live in their districts?

Before beginning any official lobbying, we need to develop an overall strategy. Gather background information as well as a set of priorities. We need to:

- Rank our elected officials from 1 to 5 according to where they stand on our issue.
- Figure out who will be the most influential people in our coalition to lobby each of them.
- Fully understand the other side's most powerful arguments in order to counter them effectively.

Prepare Convincing Arguments

The first step is to summarize our arguments. Prepare what will be **said to them** verbally in a meeting or on the phone and what can be put **in writing either** as a fact sheet or a letter. Provide any back-up material **they may request.** ***One of AFSCME's strengths is that we have information on what other locations are doing and on what is happening nationwide.***



Earl Dotter

Elected officials will be convinced by two factors: the information we provide to support our arguments; and the number of residents in their districts or states who express support for our position.

Demonstrate the Amount of Support We Have for Our Position

We need to show elected officials that a substantial number of their constituents support our position. Some tactics include:

(1) Letter writing campaigns. Personal letters are always more effective than form letters.

(2) Postcard campaigns.

(3) Petitions.

(4) Statements at county board/city council or state legislative committee meetings.

(5) Media—letters to the editor, editorials, and press statements.

(6) Public awareness, such as buttons, bumper stickers, etc.

(7) Letters of support from influential people/organizations.

(8) A public forum.

(9) Expert testimony at committee hearings or county board/city council meetings.

(10) Telephone calls.

(11) One-on-one lobbying at their offices or public events.

AFSCME LOBBYING EFFORTS

New York

AFSCME members in New York are part of a coalition of groups, which, twice a year, participate in a Day Care Advocacy Day. The coalition spends the whole day lobbying elected officials for expanded child care programs and increased salaries for child care providers.

As a result of intense lobbying, the state legislature approved $12 million to provide funds to nonprofit day care and Head Start centers for staff salaries. An additional $1 million will be spent for training programs for day care and Head Start staff and for family day care providers. AFSCME Council 1707, Locals 205 and 95 represent all day care and Head Start workers in New York City and are organizing some 2,000 family day care providers as well.

Texas

AFSCME Council 42 was successful in lobbying for a bill which would allow County Commissioner Courts statewide to set up child care facilities at the court for employees of the county and for perspective jurors. The legislation also allows the courts to contract with nonprofit child care providers to operate the centers.

Washington State

The Washington Federation of State Employees/AFSCME has improved child care for state employees by successfully lobbying for expanded facilities and a new income tax reduction benefit to cover child care costs. In 1987, the union successfully lobbied for money to triple the size of the state employees center in Olympia as well as to complete remodeling of a similar facility on the grounds of Eastern State Hospital.

Earl Dotter

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LEGISLATIVE MEMORANDUM

in support of ...

AFSCME

DAY CARE SALARIES

The American Federation of State, County and Municipal Employees District Council 1707 represents Day Care and Head Start Employees within the City of New York and Head Start Employees in Suffolk County.

The non-profit public subsided day care system within the City of New York area and Head Start are a major success story. It is a system which has served the children of the state by providing a safe, educational, nurturing environment. The impact of the program on these children can be seen in the increased test scores of these children when they enter public school.

The program has been a success for parents. It is an economic fact of life today that most parents work. Many single parents want to work but can't unless they can fir ate day care. New York City's Day Care System has saved nd state millions in Social Service funds by all nts to work.

Today, the Day Care System in t York faces a major personal crisis. people who care for and educate ou The center for Public Advocacy Re Social Services Department has f Head Teachers' salarys in day c In the City of New York, Head a full $1,500 less than inade Because of these salaries m

AFSCME strongly supp establishment of a twelv enhancements. We urge to work together to fi to solve the problems are beginning to pla

Day care and most precious res possible in the these employees dignity and p

EFD:

Washington Watch

AFSCME YOUR VOICE ON CAPITOL HILL

Child Care Legislation: This Could Be the Year

"Our policy choice must be to enable citizens to work without fear for the safety and well being of their children....(Child care) is a persistent, difficult, and emotional issue for working mothers and fathers throughout our country...."

Surprising as it may seem, this quote comes from conservative U.S. Sen. Orrin G. Hatch (R-Utah). Senator Hatch's conversion into a congressional advocate of national child care legislation demonstrates how powerful the issue has become.

Politicians of all stripes suddenly are talking about child care, and legislative proposals are blossoming. Soon after introduction of the Act for Better Child Care, which AFSCME backs, Republican presidential candidate Robert Dole proposed a plan to replace the current child care tax credit with federal child care grants to the states. Hatch had previously introduced his own bill, and Sens. Edward Kennedy (D-Mass.) and Chris Dodd (D-Conn.) and Rep. Dale Kildee (D-Mich.) introduced the Family Work Place Assistance Act. Finally, the Democratic leadership in the House declared that the enactment of child care legislation would be the first order of business in the 100th Congress.

Pressure for legislative action is the effect of the American Family Issue, a trend shown last fall by Rep. Pat Schroeder (D-Colo.) to generate grass roots support for family policy issues in the southern presidential primary states. A catalyst for all of this effort has been the Act for Better Child Care, which is the product of the Alliance for Better Child Care (ABCC). AFSCME was one of the original groups that committed itself to building this alliance and developing the bill, which has been introduced by Sen. Chris Dodd (D-Conn.) and Rep. Dale Kildee (D-Mich.). In January, AFSCME Pres. Gerald W. McEntee and Sec.-Treas. William Lucy wrote to the union's local chiefs urging active support for the bill, and McEntee has testified on its behalf (see photo below).

The ABC bill would cost $2.5 billion and provide child care subsidies for low- and moderate-income families. It also would create incentives and resources to expand the supply of child care, establish federal child care standards, and improve local enforcement of standards. For child care workers, it encourages the states to upgrade compensation, provide training and scholarship assistance, and give priority to expanding existing programs such as Head Start.

The ABC legislation is the most comprehensive child care bill in congress since the 1971 veto by Richard Nixon of another child care initiative. In just a few months, it acquired a strong base of congressional support, which now includes the chairs of key committees in the House and the Senate. It also enjoys bipartisan support in both the House and the Senate.

The Reagan administration has been noticeably quiet, and apparently divided amid all of this bipartisan agreement on the need for a child care initiative. Although the new Secretary of Labor, Ann McLaughlin, established a child care task force to shape administration policy, by early March, Secretary of Education William J. Bennett already is aggressively opposing the ABC bill.

Inevitably, there will be very real differences in approach with the Republicans tending to favor tax incentives to the private sector and the Democrats tending to support direct subsidies to individuals. Nonetheless, the political ingredients exist to make an accommodation on child care legislation possible this year.

AFSCME Pres. Gerald W. McEntee urges passage of HR 1991, the Act for Better Child Care, in testimony before the Subcommittee on Human Resources of the House of Representatives. "It is time for the federal government to make it possible for many more children to grow and flourish in stable, loving and enriched settings," said McEntee. "It will be a very sad commentary if, once again, we fail to pass comprehensive federal child care legislation."

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Meeting with Elected Officials

Depending upon our relationship with the officials and their schedules, we may choose one of several ways to meet with them. We may invite them individually or in small groups to a union or coalition meeting. If we invite them to one of our meetings, we need to make sure that there are enough of our supporters there to convince them to take us seriously. It may be more effective to set up a meeting with them in their offices. In some locations, we may arrange a community forum and invite them to speak.

The following section provides a guide to meeting with your state and local elected officials.

Setting Up the Meeting

Of all the ways to communicate a position to an elected official, almost nothing is more effective than a face-to-face meeting. You don't have to be a technical expert on the issues or on how an elected body works to get your point across. In fact, it's more important that you speak from your own experience.

When deciding who should go to the meetings, consider who would be more influential. AFSCME members who know the issue should be present. But the elected official may be influenced by representatives of other organizations, family members, local politicians, business leaders, church or synagogue representatives, and so forth. Three to five people, particularly if they are constituents, make for a good-sized delegation.

- Select one person to call for an appointment.
- When you call, ask to speak to the person who sets up the official's schedule.
- Tell the scheduler who you are, making sure you identify yourself as a member of the coalition or of AFSCME and your local number. Explain why you would like to set up an appointment.
- If you are told the official has no time at his/her office, see if he/she can meet you before or after an already scheduled public event—or if there is any other way to work you in. You may have to push a little, but never get insulting. Remember, this person controls access to your elected official. Be polite, but firm.
- Write a follow-up letter to the elected official saying that you are pleased he/she will be able to meet with you and what issues you will be discussing.

Preparing for the Meeting

- Meet as a group before the meeting with the elected official.
- Select a spokesperson for the group, with the understanding that others can add to what's being said. Too many voices can confuse things so that not all your points get covered.
- Review and discuss the facts on your issue so that everyone understands and you can discuss your presentation and develop your ideas together. Think about arguments for and against your position.
- Research past election data, personal background, and voting behavior of the official so you know something about him/her personally and the election district. Pay particular attention to the voting record on issues similar to the one you will be discussing.

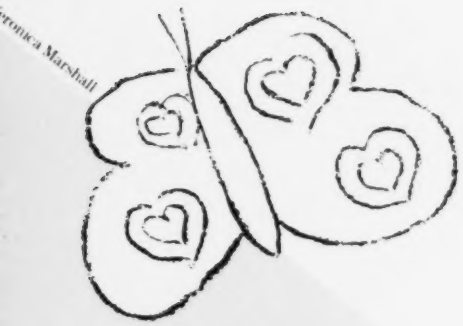
Conducting the Meeting

- Arrive a little early so you don't feel rushed and can dispose of

Pamela Parlapiano

coats—if you have them—in the outer office. It's distracting to be fumbling with coats as you enter the official's office.

- Don't get upset if you have to wait. Elected officials often run late. It also can be a way to put you off guard.
- Don't be intimidated by the office or the way you are seated. Sitting behind his/her desk can be a way the official tries to keep the upper hand psychologically. Remember he/she works for you, not the other way around.
- Always use facts; don't exaggerate. Never threaten. Be polite and to the point.
- Begin your presentation by thanking the official for meeting with you and for any support he/she has given on past AFSCME issues. It's nice to be thanked and that can start the meeting off on a pleasant note.
- Express disappointment for any wrong votes. This will establish you as someone who knows what the official is doing and who will keep track in the future.
- Present your case and try to personalize your argument as much as possible by explaining how you, the AFSCME membership, and the public will be affected. You as an AFSCME representative may want to take a low profile role in favor of other members of your coalition. Also, try to make your case in a way that is politically attractive to the official.
- Concentrate on what the official says. It's important to know what he/she is thinking. Don't get angry if you disagree. Don't take notes during the meeting. The official may be less candid. Don't interrupt.
- Leave a fact sheet with your coalition's position. Leave on a pleasant note.



Follow-up and Reporting

- **Right** after leaving the meeting, write down what the official said **right away,** before you forget.
- **Send a thank**-you note to remind the official again of our position **and request to be** kept informed.
- **Report on the results** of your meeting to your brothers and sisters **at the next local meeting** and to the coalition with which you are working.

Writing to Elected Officials

A good letter clearly and concisely spells out why you, as a constituent, **are interested** in a particular issue. Here are some additional suggestions:

(1) Check the spelling of names and the proper form of address.

(2) Identify yourself as a constituent and state where you live.

(3) Explain why the particular issue is important to you and/or your community.

(4) Make it clear what action you would like to see your official take.

(5) Ask to be informed of his/her position on the issue.

(6) Include your return address clearly printed or typed.

(7) Express your thanks. Being rude or threatening only hurts our case.

It is always helpful to figure out a way to make the official *feel good* about supporting us. Everyone wants to support a worthwhile cause.

SAMPLE LETTER FOR ELECTED OFFICIALS

DATE

The Honorable_____
United States Senate

_____
Senate Office Building
Washington, DC 20510

Dear Senator_____:

As a working parent and member of the American Federation of State, County and Municipal Employees in New York State, I am writing to urge you to cosponsor and support S.1885, the Act for Better Child Care Services.

Finding safe, reliable child care is a real problem in my town. Depending on neighbors and relatives is not the solution. I tried that before I was able to place my children in a good day care center and I almost lost my job when my neighbor had to be away. There are too few child care programs in my area, and many people I know are constantly worrying about their children and their jobs.

My union has negotiated child care arrangements, but we need help from the federal government. Good care is very expensive, and even with my union's program, many people are on a long waiting list.

The Act for Better Child Care Services would help low- and middle-income families pay for a wide variety of child care choices, including family day care and center-based care. It also would help expand and improve child care services. It is vital for many single women who want an alternative to welfare.

I urge you to consponsor the Act for Better Child Care Services and look forward to hearing from you soon.

Sincerely,

Pamela Parlapiano

GETTING OUR MESSAGE ACROSS THROUGH THE MEDIA

Using public relations—or P.R.—skills and resources to increase support for expanded child care services is an important way to influence favorable attitudes toward child care among local elected and other officials, employers, and the general public. You and your committee can take the simple but necessary steps—through direct contact with reporters, press releases, letters to the editor, radio talk shows, and so forth—to make your views known through the mass media: TV, radio, and newspapers. Such a goal requires not only *reacting* to the news media but also *initiating* contacts with them.

How To Get Started

Reporters look for and rely upon people who give them accurate information within their "deadlines." The primary focus for any press secretary or individual with responsibility for press matters is *credibility*. You must convince reporters that they may rely fully on the accuracy of your information. You want the reporter to consider you a trusted source of reliable information.

Initial Tasks

(1) Identify reporters who are most likely to cover your issue. Make up a "P.R. Contacts" worksheet listing the news organization, contact person, phone number, address, deadline, and an "other" column, and fill in the blanks for future reference. Simply call every newspaper, TV, and radio station in your community—and in the nearby metropolitan areas if their news organizations run stories about your area. Include the news wires, Associated Press and United Press International, if they have offices nearby.

Your committee should divide up the job of making these phone calls so one person doesn't have to do all of the work. When you call, ask for an editor and explain that you are involved in an effort to increase child care services in the community, and that you are interested in providing information for a story. Then ask for the name of the right "contact" person (editor or reporter), get the address, and ask about story deadlines and the best day and hours to contact that person. It is likely that they will provide you with the name of a reporter in the feature section or the women's page. Explain that child care also is an employment issue and that you would like the name of the business reporter as well. Use a prepared script if that makes your call for this information easier to do.

Keep *copies* of the "P.R. Contacts" sheet in case the original is ever lost. It is a good idea to type the contacts out on a mailing label which can be copied. This will save you time when you send out releases and advisories.

(2) Study newspapers, listen to radio/TV news and public affairs programs, and keep notes on the reporters who would most likely cover your issue.

(3) Know the issues—remember that a good press person is like a good salesperson. You are trying to convince (1) media people and (2) the public.

Remember that convincing the media is more than half of the sales job; if you give bad information to reporters, they will never forget it.

Steps To Reach Specific Editors And Reporters

Once you have identified specific editors and reporters, you are ready to contact them and other information outlets.

(1) Make introductory telephone calls to individual reporters. If you're the spokesperson, make that clear. Reporters want to know

who has the official responsibility to speak for the organization.

(2) Give reporters/assignment editors home phone numbers to establish your accessibility to them. If this is done well, it often means that reporters will be accessible to *you* in the future.

(3) Ask the reporters about their deadlines and observe them. Get a sense of when the reporter is "under deadline," so that you can get your information to them *before* that time.

(4) Be humble. Get angry *after* you have hung up the telephone.

(5) Ask reporters/producers about the best way to get information to them; leave them with the impression that you are trying to make their job easier.

(6) If a reporter has covered a related story well, compliment her/him.

(7) It is essential that you establish from the first that your information is accurate, well-researched, and well thought out. *Never "shoot from the hip."*

(8) There is no such thing as "OFF THE RECORD" or "BACKGROUND." Assume that whatever you say will be quoted. *Think*! The most important thing to a reporter is "breaking the story."

Key Points to Remember about Approaching the Media

First, determine whether you are trying to influence opinion or create a news item. Of course, you are probably trying to do both. Reporters look for news items. Editorial page editors, however, are interested in both facts and opinions.

(1) Learn about newsworthiness

What is the "local angle" to the child care story? For example, are there people in the community who have had to quit their jobs because they could not afford safe child care? Or have children been injured because their parents had to make do with inadequately supervised care, or no care at all?

(2) Packaging the item

Many stories do not sell themselves. Build stories about issues affecting the community, i.e., how public employer productivity and morale went up after AFSCME negotiated a child care provision in the local contract.

(3) Use noteworthy dates and events as your springboard

There are annual dates that can make a good "hook" for your story: National Secretaries Week and the Week of the Young Child in April, Women's Equality Day in August, and Labor Day in September. In addition, there may be state holidays or annual events. Use these times to stage events or to remind the community of the importance of child care.

(4) Frame the issue

Do not let child care be relegated to the heading of a "women's issue" that will cost employers a lot of money. Child care is an issue that affects *all* working parents, women *and* men alike. Stress that child care is an investment in our children who are our hope for the future. Child care also is one of the key elements affecting worker productivity and job satisfaction; in other words, child care is an economic and social policy issue.

(a) Be positive of facts/figures

(b) If you are not sure, find out before you send information to outlets. NEVER GUESS.

(c) Keep track of what has been transmitted and to whom. Make copies of all data (even pictures) sent to the media.

(5) If you are using quotes in a press release, make sure the quoted person knows it. Chances are a reporter will ask for an expanded statement.

Tools for Getting Your Message Across

Preparing News Releases

News releases have one major purpose: to generate media interest about the topic of the release. A good, newsworthy release may provide the basis of a story. It should be brief, well-written, *and*, most important, the release should be a "hook;" it should generate curiosity and inspire further questions by reporters.

Key Points

(1) Double-space, not more than two pages, typed.

(2) Include who, what, when and where, if applicable, in the first paragraph.

(3) Some people begin the release with a one or two sentence "lead" in the first paragraph and then begin the second paragraph with the who, when, and so forth.

(4) Include a name and contact number at the top of the page (right side) and "For Immediate Release" or "For Release on October 4, 1989" on the top left side of the page. (See "Model News Release.")

(5) The use of quotes in a release should indicate the *reaction of a relevant person to the news covered in the release.*

(6) It is not necessary to cite the source of every fact stated in the body of the release, but have the source available for anyone who may inquire about this. Attach a fact sheet, where necessary.

(7) Be sure to proofread the release several times.

(8) When mailing or delivering, make sure the envelope identifies the contents as "news" or "editorial page."

(9) Follow-up by calling key editors/reporters to see if the release was received and if further information is needed.

When To Use a News Advisory

There are several purposes for news advisories, which are sent like news releases to the media. One purpose is to convince the media to mention a future meeting in a news story to help spread the word and increase turnout at the meeting. Another purpose is to announce this meeting to the news media so that a reporter will be assigned to cover it. A third purpose is to announce a news conference—which is a special event held just so that reporters can question individuals about a major issue.

Be careful not to call a news conference unless and until you have significant "news"—a new report, an expert from out of town, etc. Select a time either in the morning or early afternoon to give reporters (especially TV and radio reporters who have to edit tape to prepare their story) travel and work time following your news conference.

The location for the news conference should be either relevant (outside a child care center if that is appropriate) or convenient and easy for reporters to locate. Provide posters and banners (if possible) and a table and podium (if you are indoors) and know where nearby elec-

Earl Dotter

tric outlets and phones are located. Also provide a short news release and relevant additional material if needed. Have reporters sign in, indicating their name, phone number, and organization.

MODEL NEWS RELEASE

(FOR IMMMEDIATE RELEASE)
June 1, 1989

(FOR MORE INFORMATION CONTACT)
Susan Spenser, (516) 222-5431

AFSCME COUNCIL 19 JOINS STATE ALLIANCE FOR BETTER CHILD CARE

Council 19 of the American Federation of State, County and Municipal Employees (AFSCME) today announced that it is joining with 25 other unions and child care, church, social service, and civic groups to form the state Alliance for Better Child Care (ABC).

The Alliance will lobby for the passage of federal child care legislation, the Act for Better Child Care Services. ABC also will work to have legislation introduced on the state level.

"AFSCME sees child care as the most crucial work/family issue of the 1980s," said Council 19 Director Mary Moore. "The lack of affordable quality care is taking a toll not only on children themselves, but on parents and American businesses as well. Too many children have unsafe or inadequate care. Working parents must cope with the stress of worrying about the welfare of their children during working hours. And businesses are experiencing increased absenteeism along with decreased worker productivity because parents can't find or afford the child care their children need."

Today, of the 26.5 million children age 13 and under, less than a quarter are in any kind of child care—and too many of those arrangements are unsafe or inadequate. In addition, approximately seven million latchkey children must care for themselves after school or are cared for by a sibling under 13 years of age. With more and more women entering the work force—it's estimated that by 1990, 65 percent of all workers entering the labor market will be women—the problem will only get worse without a national child care policy.

The Act for Better Child Care Services would authorize $2.5 billion (with a 20 percent state match) to help states:

- **Make child care more affordable for low- and moderate-income families;**
- **Increase the number of child care facilities and the number of qualified child care staff available to all families;**
- **Coordinate child care resources to ensure their efficient use and help make a wide range of child care options available to parents, enabling them to make the most suitable arrangements for their children.**

Radio or TV Talk Shows

Articulate and well-prepared spokespersons should consider appearing on radio and TV talk or interview programs. The advantages are obvious, but remember that it's not easy to appear relaxed and

Comedia Little Giggles

communicate effectively, especially on TV. If you need help, ask your International staff for advice and training. It is also possible to use International staff as experts on these shows.

Develop a list of talk shows and call-in shows and the contact or producer for each. They take suggestions for topics and guests.

SAMPLE RADIO SPOT

If you're like most other Americans, you have to work for a living. If you have young children, that means you need child care while you're at work. Unfortunately, our community, like most others, has a shortage of good, quality child care. If you can find good child care, it is likely to be too expensive.

The nation's child care shortage is only going to get worse. Estimates are that by 1990, 65 percent of all workers entering the labor market will be women, 85 percent of whom will be of childbearing age.

Employers and unions can help with the child care crisis in four areas: providing services where community support is lacking; offering information about parenting or about where to find and how to select quality care; providing financial support to community child care services; and designing work schedules that help balance the parental responsibilities of family and work.

It's time to do something about child care. The children we care for today are the leaders of tomorrow.

Letters to the Editor

The "Letters to the Editor" section tends to be the most read section of any newspaper. As many members and supporters as possible should be encouraged to write letters to the editor. To get a letter published it should be short, to the point, and should provide a local angle. Always include your name and address. REMEMBER, whenever you get a story in the local paper or magazine, clip it, make copies for your files, and send copies to your members and the International. Also, send them to your local newspapers.

Another way of writing a letter to the editor is to draft an "op-ed" article expressing your opinion on community issues. Those are the columns opposite the editorial page that some newspapers print beside the regular, syndicated columnists.

APPENDIX A—ESTABLISHING A CHILD CARE CENTER

If the membership is firmly behind establishing a child care center and if the employer agrees to consider the issue, considerable planning will be required. An excellent reference is *Employers and Child Care: Establishing Services Through the Workplace* (see Appendix F to order). This 90-page booklet should be "must" reading for unions and employers contemplating establishing a child care center.

The commitment to establish a child care center should be formalized in writing during contract negotiations. Model contract language can be found in Appendix B.

Funding

A center that is not properly funded will not work. Therefore, this issue should be addressed and resolved at the beginning of the discussions between the union and the employer. Develop a start-up and operating budget to determine cost.

A start-up budget would include estimates of such expenses as:

- Equipment (playground, furniture, supplies, kitchen, and toys).
- Liability insurance (for at least one year).
- Director's salary (for at least 2 months prior to opening the center).
- Renovations, including materials and labor, to meet zoning, building, fire, health and safety codes.
- Legal fees (e.g., incorporation, liability).
- Publicity and advertising.

An operating budget would include estimates of such expenses as:

- Staff salaries and benefits.
- Rent or mortgage payments, property taxes, utilities, repairs, insurance.
- Supplies.
- Communication (e.g., postage, telephone, newsletters, etc.).
- Staff development and training.
- Administrative services (e.g., legal, accounting, auditing).
- Emergency funds (equivalent to 2 months of operating expense).

It is very likely that the employer will have to assume a major portion of the funding. While one option and certainly the most expensive option is to have the employer completely assume all costs—space, utilities, renovations, and operating costs—there are other alternatives to help defray part of these costs and make the proposal more palatable to management. For example, the employer might provide the space, utilities, renovation, furniture, equipment, and other overhead items and defray all or part of the operating costs through fees charged employees whose children are enrolled. Fundraisers, union contributions, and volunteer services are other possibilities for helping to meet operating costs. Other sources of funding are described below.

Federal Funding

The availability of federal funds is extremely limited. Federal support, if available, will be indirect to help defray some costs—federal grants to establish and operate child care centers are simply not available. (See description of federal programs at the end of this section.)

As an incorporated non-profit entity, the center might qualify for federal food subsidies through the U.S. Department of Agriculture.

If all or some parents meet the state's eligibility requirements for social services support through Title XX, which is the major source of federal funding for child care services, that source might be a possibility.

The Federal Job Training Partnership Act may be a source for funding to train child care workers to run the center.

Foundation Funding

Over 60 private foundations fund child care centers. They are being asked to support an increasing number of worthwhile projects from medical research to fine arts, so competition for foundation funding is keen. Also, foundations will be reluctant to fund child care services unless the programs entail innovative approaches or methodologies.

Other Issues to be Resolved

Incorporation

Steps should be taken by the committee to establish a private, non-profit corporation which would have control over the center. Members of the committee should serve as its board of directors.

Data Gathering

The committee must survey employees to determine how many want to use the center. The survey should elicit information about number and ages of children to be served, any special needs, and the amount that parents could afford to pay.

Location

Obviously, the center would need to be conveniently located. Ideally, it should be placed at one of the employer's worksites. This not only would make it convenient but would significantly reduce operating costs.

If this is not feasible, an alternative might be some other government-owned building (such as a vacant elementary school) which could be devoted to this purpose.

Administration

There are several options available for administering the center.

(1) The committee could delegate full responsibility to the center director. The director, hired by the com-

mittee, would hire staff and be responsible for the operation of the center. The committee would set the budget and exercise general oversight authority over the operation of the center.

(2) The committee could contract with a non-profit, private agency to administer the center subject to committee monitoring and oversight.

(3) The committee would administer the center. However, since the committee will not be able to devote full time to the operation of the center, it will probably be necessary for the committee to delegate some responsibilities.

Size of the Center; Services To Be Provided; and Children To Be Served

Several factors, such as the result of the needs survey, availability of space, and the method of funding, should be taken into account in deciding how large the center should be, the groupings of children, and the services to be provided.

Services may be offered to infants (six months to one year); toddlers (one to three years); and/or preschool children (three through five years).

Consideration also should be given to the inclusion of after-school (and possibly, before-school) child care. This service may be found to be critically needed. It may be provided as a separate component at the center if space is available. Public schools are ideal as sites for after-school child care programs and are being utilized increasingly for this purpose.

Decisions must be made about the range of services offered, e.g., health, social services, nutrition, education, and recreation.

On-going staff training and maximum parental participation in center activities are crucial to the development of effective and efficient services to center children. The National Association for the Education of Young Children (NAEYC) provides excellent guidance on programs for young children. See Appendix D.

Licensing and Other Legal Requirements

In planning the design and physical organization of the center, it is imperative that the committee and the center director consult continuously with the state or local child care licensing agency.

All states require a license to operate a child care facility. State licensing regulations are intended to ensure at least a minimum standard of child care. They cover virtually every component of the program. These regulations set minimum standards for physical space and equipment; child/teacher ratios; age groupings of children; education background of caregivers and administrators; health examinations for staff and children; food services; admission policies; children's activities; recordkeeping; and transportation services.

Consultation with the state or local child care licensing agency representative should make it possible to avoid problems which may jeopardize center licensing.

The Committee also should ensure that the center will comply with fire codes, sanitation ordinances, and other state and local legal requirements. State licensing contacts are listed in Appendix E.

Universe of Coverage

At an early point, the Committee should decide which children will be eligible for service at the center.

There are a number of options:

(a) Children of all employees, with a fixed percentage of the slots earmarked for children whose parents are AFSCME members, or who are represented by AFSCME.

(b) Children of all employees whose salaries are below a fixed amount, i.e., $15,000 a year, or whose family income falls below a fixed amount, with an expressed percentage of the slots assigned for children whose parents are AFSCME members, or who are represented by AFSCME.

(c) Only children of employees who are AFSCME members, or who are represented by AFSCME.

(d) Only children of parents with salaries below an established amount and who are AFSCME members, or who are represented by AFSCME.

A joint and sustained promotional effort should be carried out by the union and employer to assure that all employees are aware of the center and the services it provides. Preparation and wide distribution of a descriptive brochure, articles or advertisements in union and employer newsletters, and use of the local news media should be utilized in this effort.

Fee Structure

A potentially difficult issue that the Committee will need to address is the fee structure for the services of the child care center. Fees can be on a level payment basis with all users paying identical fees for identical services. Or the fees can be on a "sliding" basis with employee or family income to determine the amount of fee charged. The fee structure should reflect the wishes of the parent users as well as meet the fiscal requirements of the center. If the fee structure will be based on a sliding scale, keep in mind that there should be a sufficient number of parents paying at the upper end of the scale to keep the center in good fiscal condition.

Once the center becomes operational, the Committee should conduct an audit and evaluation each year. These fiscal and program reviews provide a system to examine cost outlay, minimize costs, change programming to meet changing parent needs, and examine and improve the quality of programs.

SELECTED FEDERAL PROGRAMS FOR CHILD CARE

Agriculture

Child Care Food Program

Cost reimbursement grants and agricultural commodities go to nonprofit organizations, such as day care centers, family day care homes, and Head Start centers. Day care programs are reimbursed according to legislatively set rates that vary with the children's family income. Also eligible to participate are for-profit centers providing day care services under Title XX (described below). Grant recipients can satisfy program standards in any of several ways, including: (1) licensing or approval by any federal, state, or local authority; (2) receipt of Title XX funds; or (3) compliance with specific standards of the Child Care Food Program.

Food Service Program for Children

Schools, public or private, nonprofit residential summer camps, and specified other organizations not participating in the School Lunch Program are eligible for this cash and commodity program during the summer months. In residential summer camps, the program finances meals served to children who qualify for free or reduced-price school lunches. Otherwise, all children are eligible for free meals in designated low-income areas. Program requirements relate only to nutrition and financial management.

Health and Human Services

Social Services Block Grant (Title XX).

In FY 1987, all states except Alaska, California, Michigan, and Montana reported that they provided day care services under Title XX, a $2.7 billion formula grant program. Federal funds may be used to provide services directed toward one of the five goals specified in the law: (1) to prevent, reduce, or eliminate dependency; (2) to achieve or maintain self-sufficiency; (3) to prevent neglect, abuse, or exploitation of children or adults; (4) to prevent or reduce inappropriate institutional care; and (5) to secure admission or referral for institutional care when other forms of care are not appropriate. Child care services must comply with applicable state and local law.

Head Start

Head Start provides comprehensive educational, health, nutritional, social, and other services primarily to disadvantaged preschool children, mostly those three years and older. Many Head Start centers are located in schools and typically are run during school hours. About 18 percent of the Head Start children attended for longer than 6 hours a day, the program's definition of full day operation (FY 1986). Federal program standards are detailed, especially for the educational and socializing aspects of Head Start. The fire, health, and safety requirements may be satisfied by compliance with applicable state and local standards.

Treasury

Child and Dependent Care Tax Credit on the Individual Income Tax.

The child and dependent care credit (Section 21 of the Internal Revenue Code) reduces tax liabilities based on expenses incurred to allow the taxpayer and spouse to work or to look for work. The "qualifying child" must be under 15 and must also qualify for an exemption on the claimant's return.

Payments for child or dependent care may be made to any individual who cannot be claimed as a dependent on the taxpayer's return. A child of the taxpayer may receive payments so long as the child is 19 or older by the end of the tax year. Payments may also be made to nursery schools, day camps, and child care centers. Centers that serve seven or more persons—excluding persons residing there—must comply with applicable state and local laws and regulations. (Note: Congress passed and the President signed a new Welfare Reform bill (H.R. 1720) which may change some of the above provisions. Check with the Internal Revenue Service about changes.)

Revenue Loss from Employer-Provided and Employer-Facilitated Child Care.

The child care benefiting from federal tax provisions generally is of two forms: (1) through workplace and working actions, and (2) through employee benefit plans.

(1) Workplace and Working Actions. Employers may establish on-site child care centers or otherwise directly furnish child care services or referrals to employees. Child care may be treated as a reimbursable or deductible expense of business travel. Accelerated depreciation may be claimed for child care facilities. These provisions (under Sections 162 and 168) forego revenue from corporate and individual income taxation. There are no child care standards in these tax provisions.

(2) Employee Benefit Plans. Employers may arrange for employees to set up salary reduction plans (including flexible spending accounts) for the care of their dependent children or other qualified dependents (Section 129 of the IRS Code). Under Section 125, child care may be included in a "cafeteria plan" of tax-favored employee benefits. (The new Welfare Reform bill changes these provisions so that they have become less attractive. In addition, AFSCME opposes the use of "cafeteria benefits plans." For more information, request copies of the *Collective Bargaining Reporter* dealing with these issues. See Appendix F.)

Nonprofit Child Care Centers—Section 501(k).

In 1984, Congress confirmed the tax-exempt status of free-standing, nonprofit child care centers through

Section 501(k) of the Internal Revenue Code. An additional form of tax expenditure is from child care centers in churches, nonprofit hospitals, universities, and other traditionally tax-exempt organizations.

APPENDIX B—MODEL CONTRACT LANGUAGE

Establishing a Child Care Center

The Union and the Employer agree that it is their intention to establish a child care center. The sum of $(fill in the amount) shall be available during the life of this agreement to begin implementation.

A Child Care Center Committee is hereby formed to plan and establish the center. The Committee shall be composed of six members, three to be selected by the Union and three to be selected by the Employer.

The Committee shall first meet within 30 days following ratification of this agreement. Union members on the Committee shall receive their regular pay for all time spent attending Committee meetings.

It shall be the responsibility of the Committee to develop a complete proposal including but not limited to the following: the location of the Center; the number and ages of children to be served; eligibility of parents; days and hours of operation; staffing; administration; and fees. The proposal also shall include a budget, and the Committee shall ensure that the plan meet all licensing and other legal requirements.

The Committee will present a completed plan to the Parties by (Date).

Implementation of the plan shall commence as soon as the Union and the Employer have given approval. The Union and the Employer may make mutually agreeable modifications to the plan prior to implementation.

Establishing a Joint Labor-Management Committee

The Union and the Employer, recognizing that working parents have special needs, agree to establish a Joint Labor-Management Committee. The Committee shall consist of three management representatives and three Union representatives appointed by the Union. The purpose of the Committee is to assess the needs of working parents in the bargaining unit and to develop alternative programs to meet their needs.

The Committee shall meet during working hours. All unit members shall receive their normal compensation for time spent on Committee work. The Employer shall bear all the costs of the Committee's work, including, but not limited to, compensation for consultants, if needed; research expenses; and lost time for all participants in the research effort.

The Committee shall first develop a questionnaire or other survey to determine the ages of children of employees, the hours during which child care is presently utilized and the additional hours during which it is needed, cost, location, type and quality of present child care arrangements, and preferences for alternatives, including adjustments in work schedules, leave provisions or other terms or conditions of employment. The Committee or its designee(s) will meet with groups of employees during normal working hours at employer expense to explain the question-

naire and assist in its completion.

In addition to compiling survey results, the Committee will research child care availability in the community, sources of additional clients for existing or potential new facilities or programs, sources of funding, and the impact of child care problems on the employer's operations.

The Committee will present its findings with respect to needs within three months of the date of this Agreement. Within three months thereafter, the Committee shall present the Employer and the Union with alternative recommendations for meeting the child care needs of bargaining unit members, including cost analysis of each alternative. The reports of the Committee shall be disseminated at the Employer's expense.

The Employer agrees to reopen negotiations with respect to issues raised in the Committee's report at the request of the Union.

Note: This clause can be broadened to include dependent care as well as child care.

(*Bargaining for Child Care: Contract Language for Union Parents*, New York City Coalition of Labor Union Women Child Care Committee.)

Personal Leave

Employees are entitled to six (6) personal leave days per year. Personal leave must be taken in units of at least one-half (½) day.

Personal leave may be used at the employee's discretion, provided that the employee gives at least 24 hours notice in writing to the supervisor, except where an emergency situation makes giving notice impossible.

If personal leave is not used, it shall be added to the employee's sick leave credits.

Use of Sick Leave

Sick leave shall be used only for illness of the employee or to care for sick or incapacitated children or other dependents, or for physician's appointments.

Maternity Leave

A permanent employee shall be entitled to maternity leave as necessary. Upon return to work, the employee shall return to her original or a comparable position retaining all of her accumulated seniority.

An Employee who becomes pregnant will be permitted to work until her physician indicates that the employee should take a leave of absence. The employee may return to work from maternity leave at the beginning of the next payroll period after she is able to perform her normal work duties.

Sick leave and all other accumulated paid time may be used for maternity purposes prior to the commencement of a maternity leave.

Child Rearing Leave

A leave of absence without pay for child rearing purposes may be granted for up to one year for either parent or both.

Parenting Leave

Parenting leaves of absence shall be granted to pregnant employees, to parents of a newborn child or to adoptive parents who request it. The leave shall commence upon the date requested by the employee and shall continue up to 6 months, provided that, such leave may be extended up to a maximum of one year.

Parenting leave shall be any combination of accumulated annual leave, or leave without pay at the employee's option. A pregnant employee shall be entitled to use accrued sick leave for the period she is unable to work for medical reasons certified by a physician.

No employee shall be required to take a leave of absence nor shall an employee's job duties be altered without her consent on account of pregnancy; nor shall there be any penalty for pregnancy.

An employee returning from any approved leave shall be reinstated in his/her job or an equivalent position at the salary he/she would have received had employment been continuous.

BEST COPY AVAILABLE

APPENDIX C—SAMPLE COVER LETTER AND SURVEY

Dear Local 000 Member

Local 000 has formed a committee to investigate the extent to which child care arrangements pose a problem for our members.

In order to assist the committee, we are asking all members with or without minor children to complete the enclosed questionnaire. The purposes of the questionnaire are: 1) to determine whether a problem exists for a significant portion of our membership, and 2) if so, what specific proposals should be made to management.

Because we need to know the extent of the problem among the membership, it is important that all members complete the questionnaire. Please feel free to answer the questions candidly as management will not have access to them.

Return the questionnaire in the enclosed stamped envelope by (date—within 2-3 weeks). Once the committee has analyzed the responses, a report will be made to the membership.

Fraternally,

Jane Doe, John Doe
Co-Chairpersons, Local 000
Child Care Committee

SAMPLE SURVEY

SECTION I

1. Please check the statement which is true for your family situation:
   - _____ I do not have children now but plan to give birth or adopt within the next 2 years.
   - _____ I have children between the ages of 0-13.
   - _____ I have children who are grown and no longer need child care.
   - _____ I do not have children and do not plan to have any in the next 3 years.

2. Please check the statement which best reflects your attitude:
   - _____ I favor employer-supported child care benefits and/or services to employees.
   - _____ I do not favor employer-supported child care benefits and/or services for employees.
   - _____ No comment.
   - _____ Other_____

IF YOU DO *NOT* HAVE CHILDREN, DO NOT PLAN TO HAVE CHILDREN IN THE NEXT TWO YEARS, OR HAVE CHILDREN 13 YEARS OR OLDER, YOU DO NOT HAVE TO FILL OUT THE REST OF THE SURVEY. Thank you for your cooperation.

SECTION II

3. Please indicate your sex: Male _____ Female _____

4. Where do you live? _____
   Street City State Zip

5. What is the amount of time it usually takes you to travel one way from *home* to *work?*
   _____

6. About how far is it from your *home* to your child care arrangement?
   _____ In home
   _____ Next door
   _____ 1 mile
   _____ 5 miles
   _____ 10 miles
   _____ Over 10 miles

7. About how much *extra time* does travel for child care *add* to your daily round trip travel time to and from work? _____

8. What is your job title? _____

9. What is your job status?
   _____ Permanent
   _____ On probation
   _____ Temporary

10. How many children do you have between the ages of 0-13 years old? _____

11. Circle the ages of your children:
    0-1 2 3 4 5 6 7 8 9 10 11 12 13

12. Indicate your present child care arrangements:
    Age of Child:

						Spouse stays at home
						Other relative
						Housekeeper
						Provider in your home
						Take your child to provider's home
						Child Care Center
						Licensed Day Care Home
						Neighbor keeps an eye on child
						Teenager cares for child
						Sibling care for child Age of sibling _____
						Other:

13. How much do you currently pay per week for child care that is work related?

Age of child	Cost per week	Hours per week

14. How often have you changed child care arrangements in the past 3 months?_____

15. Do you plan to change your child care arrangements in the near future?_____ _____

16. If so, for what reason?_____

17. When one of their children is sick, employees often have to choose between going to work or staying at home. When one of your children is sick, *and you are able to go to work*, which one of the following is most likely to make it possible?

_____ I can take my child to my regular child care arrangement.
_____ My spouse or an older child can stay home with the sick child.
_____ The child can usually stay home alone.
_____ I have another arrangement for emergencies.
_____ I take the child to work with me.
_____ Other:_____

18. Similarly, when one of your children is sick, *and you do stay home*, which of the following is most likely to make it possible?

_____ I use sick leave.
_____ I have flexible hours.
_____ I take a day off without pay.
_____ I use vacation.
_____ I do my work at home.
_____ Other:_____

19. To what extent do the personnel practices in your department make it easy or difficult for you to deal with child care problems during the working hours?

_____ Easy
_____ Somewhat easy
_____ Somewhat difficult
_____ Difficult
_____ Very difficult

20. In your experience, how easy or difficult has it been to *find* child care arrangements?

_____ Easy
_____ Somewhat easy
_____ Somewhat difficult
_____ Difficult
_____ Very difficult

21. How many times in the last year have problems with your child care arrangements caused you to be late or miss work?

_____ None _____ 1-5 _____ 6-10 _____ 11-20 _____ More

22. Please comment on the reasons for being late or absent.

_____

_____

23. What problems, if any, are you experiencing with your child care arrangements?

_____

_____

24. What is (will be) the most difficult type of care to obtain for your child(ren) that is job related? Number in order of difficulty 1,2,3,4,5 (#1 being the most difficult).

_____ Sick care
_____ Evening care
_____ Care while on travel
_____ Summer care
_____ School holidays
_____ Infant care
_____ Before and after school
_____ Preschool care
_____ Other

25. If you have any children who are left unsupervised while you are at work, what are the reasons?

_____ Not applicable.
_____ Child care cost more than I can afford.
_____ I do not know where to find child care services.

_____ There are no services for my child in my community.
_____ I feel that my child(ren) is/are old enough to stay alone.
_____ Other_____

26. Do you feel that having your child(ren) at home alone and unsupervised affects how you do your job?

_____

27. Do you think that by using a reliable child care service near or at your place of work that your job performance would improve?

_____ Yes _____ No

28. Do you claim an income tax credit for child care? In other words, on your federal tax return, do you claim any expenses that you pay for child care?_____

29. Please indicate your *total* family income based on take home salaries.

_____ 10,000 or less
_____ 10,001-15,000
_____ 15,001-20,000
_____ 20,001-25,000
_____ 25,001-30,000
_____ 30,001-40,000
_____ 40,001-50,000
_____ 50,001-60,000
_____ 60,001-70,000
_____ 70,001-80,000
_____ over $80,000

30. If the employer is willing to sponsor child care services, which type of service would you prefer? Number in order of preference 1,2,3,4,5 (#1 being the most preferred).

_____ **RESOURCE AND REFERRAL PROGRAM.** Services vary widely ranging from simple provisions of a list of available centers to lengthy interviews followed by recommendations of specific centers that would satisfy the needs of parent and child. This type of service can help only if there are sufficient child care facilities available in the community.

_____ **ON-SITE CENTERS.** A child care center on the premises, operated either by the employer, the employees, or by a contractor. On-site care is one of the more expensive alternatives available to employers.

_____ **OFF-SITE CENTERS.** Can have many forms. An employer can establish a center near the worksite or can join with a group of employers to underwrite the establishment of a center with a guaranteed number of slots for their employees. Also employers may support an existing center with money, in-kind assistance, or space in return for employee access to child care.

_____ **VOUCHER PROGRAM.** Employer subsidizes child care costs either in full or in part or through a sliding fee scale. This system enables parents to choose the location and type of child care they want.

_____ **VENDOR PROGRAM.** The employer purchases child care slots in existing centers or family day care homes and earmark those slots for their employees.

_____ **FAMILY HOME CARE.** The most popular means of child care, such networks consist of individuals who provide care to small groups of children in their homes. Family day care homes are particularly useful for parents of infants and small children who are harder to place in conventional centers and for parents who work odd hours. Most states do not require family day care homes to be licensed, however, and quality of care is difficult to monitor.

_____ **FLEXIBLE WORK SCHEDULES**

_____ A. Flexitime—employee may begin or finish their day within a 2 hour period.

_____ B. Compressed work week—the number of work week hours is spread over fewer but longer days and are assigned on a fixed or a rotating basis.

_____ C. Permanent part-time—employee works on a permanent part-time basis with regularly scheduled hours and prorated benefits and leave.

APPENDIX D—RESOURCES

American Federation of State, County and Municipal Employees
1625 L Street, NW
Washington, DC 20036

- **Women's Rights Department**—Your first step to receiving child care help. This department is the International's coordinator for child care and national spokesperson. (202) 429-5090.
- **Legislation Department**—Monitors federal, state, and local child care legislative initiatives. Lobbies for family initiatives in the Congress, including the Act for Better Child Care Services and the Family and Medical Leave Act.
- **Public Affairs**—Provides valuable assistance to promote the child care issue and helps with local newsletters and other publications. Also produces videos.
- **Public Policy**—Conducts studies of specific aspects of child care such as child care workers salaries and benefits.
- **Research Department**—Provides help to collectively bargain for child care.

NOTE: Some AFSCME councils and locals have their own experts in lobbying, public affairs, and community action. Members should consult with their local leadership first before contacting International Staff.

Other Organizations

Bank Street College
610 West 112th Street
New York, NY 10025
(212) 663-7200

Catalyst
250 Park Avenue South
New York, NY 10003
(212) 777-8900

Child Care Action Campaign
99 Hudson Street
New York, NY 10013
(212) 334-9595

Children's Defense Fund
122 C Street NW
Washington, DC 20001
(202) 628-8787

Employee Benefits Research Institute
2121 K Street NW
Washington, DC 20037
(202) 775-6300

Employees Council on Flexible Compensation
921 15th Street, NW
Washington, DC 20005
(202) 659-4300

National Association of Child Care Resource and Referral Agencies
2116 Campus Drive, SE
Rochester, MN 55904
(507) 287-2020

National Association for the Education of Young Children
1834 Connecticut Avenue NE
Washington, DC 20009
(800) 424-2460

National Council of Jewish Women Center for the Child
15 East 26th Street
New York, NY 10010
(212) 532-1740

New Ways to Work
149 Ninth Street
San Francisco, CA 94103
(415) 553-1000

Regional Research Institute for Human Services
Portland State University, Box 751
Portland, OR 97267
(503) 229-4040

Resources for Child Care Management
261 Springfield Avenue, Suite 201
Berkeley Heights, NJ 07922
(201) 665-9070

Work/Family Directions
9 Galen Street
Watertown, MA 02172

APPENDIX E

STATE CHILD CARE CONTACTS

ALABAMA

Title XX Child Care Administrator
Louise Pittman
Department of Pensions and Security
64 North Union Street
Administration Building
Montgomery, AL 36130
(205) 261-3409

Licensing Official
June Perry
Family and Children's Services
64 North Union Street
Montgomery, AL 36130-1801
(205) 261-5785

Advocacy Contract
Jack Guillebeaux
Federation of Child Care Centers of Alabama
P.O. Box 214
3703 Cleveland Avenue
Montgomery, AL 36101
(205) 262-3456

ALASKA

State Child Care Administrator
Ms. Law
Dept. of Community and Regional Affairs
949 E. 36th—Suite 400
Anchorage, AK 99508
(907) 563-1955

Licensing Official
Pat O'Brien
Box 805
Juneau, AK 99801-0630
(907) 465-2105

Advocacy Contact
Marilyn Webb
731 E. 8th Street
P.O. Box 200908
Anchorage, AK 99520
(907) 279-2511

ARIZONA

Title XX Child Care Administrator
Jackie Bennett, Day Care Specialist
Administration for Children, Youth and Families
Dept. of Economic Security
1400 West Washington Street
Site Code 940 A
Phoenix, AZ 85007
(602) 255-3981

Licensing Official
Mike Williams
State Health Department
Office of Child Day Care Licensing
411 North 24th Street
Phoenix, AZ 85008
(602) 255-1112

Advocacy Contact
Susan La Fever
Association for Supportive Child Care
2218 South Priest Street
Suite 119
Tempe, AZ 85282
(602) 829-0500

ARKANSAS

Title XX Child Care Administrator
Virginia Reed
Child Development Unit
Children and Family Services
P.O. Box 1437
Little Rock, AR 72203
(501) 371-5001

Licensing Official
Virginia Reed
Child Development Unit
Children and Family Services
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Little Rock, AR 72203
(501) 371-2198

Advocacy Contact
Glenda Bean
Arkansas Advocates for Children
931 Donaghey Building
Little Rock, AR 72201
(501) 371-9678

CALIFORNIA

State Child Care Administrator
Pat Gardener
Department of Education
Child Development Division
560 J Street, Suite 220
Sacramento, CA 95814
(916) 322-6233

Licensing Official
John Haggerty
Community Care Licensing Division
744 P Street
Mail Station 17-17
Sacramento, CA 95814
(916) 322-8538

Advocacy Contact
Sherry Skelly
California Children's Lobby
916 J Street, Room 1008
Sacramento, CA 95814
(916) 443-1096

COLORADO

Title XX Child Care Administrator
Margie McGee
Family and Children's Services
1717 17th Street
P.O. Box 181000
Denver, CO 80203
(303) 294-5938

Licensing Official
Margaret Bremmer
Day Care and Home Licensing
Department of Social Services
1717 17th Street
P.O. Box 181000
(303) 294-5943

Advocacy Contact
Jan Horner
Children's Center at Evergreen
P.O. Box 443
Evergreen, CO 80439
(303) 675-4800

CONNECTICUT

Title XX Child Care Administrator
Jeannie Millstein
Department of Human Services
1049 Asylum Avenue
Hartford, CT 06105
(203) 566-8048

Licensing Official
Wesley Bell
Day Care Licensing
Department of Health Services
150 Washington Street
Hartford, CT 06106
(203) 566-2575

Advocacy Contact
Helen Ward
Connecticut Association for Human Services
880 Asylum Avenue
Hartford, CT 06105
(203) 522-7762

DELAWARE

Title XX Child Care Administrator
Norvella Brown
Division of Economic Services
CT Building
P.O. Box 906
New Castle, DE 19720
(302) 421-6146

Licensing Official
Pauline Koch
330 East 50th Street
Wilmington, DE 19802
(302) 736-5487

Advocacy Contact
Paula Breen
Child Care Connection
701 Shipley Street
Wilmington, DE 19801
(302) 428-3990

DISTRICT OF COLUMBIA

Title XX Child Care Administrator
Ellen Coleman
Day Care Services
Randall Building
First and I Streets, S.W.
Washington, DC 20024
(202) 727-9347

Licensing Official
Herman Cook
DCRA/SFRA
614 H Street, N.W.
Room 1031
Washington, DC 20001
(202) 727-7226

Advocacy Contact
Bobbi Block
Washington Council on Child Development
2121 Decatur Place, N.W.
Washington, DC 20008
(202) 387-0002

FLORIDA

Title XX Child Care Administrator
Pam Bridge
Department of Health and Rehabilitative Services
Division of Children, Youth and Families
1317 Winewood Blvd., Bldg. 6
Tallahassee, FL 32301
(904) 488-4900

Licensing Official
Pam Hutchinson
Department of Health and Rehabilitative Services
and Families
Division of Children & Youth
1317 Winewood Blvd., Bldg. 8
Tallahassee, FL 32301
(904) 488-4900

Welfare Reform/Child Care Contact
Jim Clark
Department of Economic Services
Program Administrator
1317 Winewood Blvd., Bldg. 5
Tallahassee, FL 32301
(904) 487-2380

Advocacy Contact
Barbara Moore
Florida Child Care Providers Forum
18 Harrison Street
Cocoa, FL 32922
(305) 636-4634

GEORGIA

Title XX Child Care Administrator
Delores Woodward
Division of Family and Children's Services
Department of Human Services
8780 Peachtree Street, N.E.
Atlanta, GA 30309
(404) 894-3756

Licensing Official
Jo Cato
Child Care Licensing Section Director
Department of Human Resources
Office of Regulatory Services
8780 Peachtree Street, N.E.
Room 607
Atlanta, GA 30309
(404) 894-5688

Advocacy Contact
Nancy Travis
Save The Children
1340 Spring Street, N.W.
Suite 209
Atlanta, GA 30309
(404) 885-1578

HAWAII

Title XX Child Care Administrator
Jane Okubo
Department of Social Services and Housing
Public Welfare Division
P.O. Box 339
Honolulu, HI 96809
(808) 548-2302

Licensing Official
Jane Okubo
Department of Social Services and Housing
Public Welfare Division
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Honolulu, HI 96809
(808) 548-2302

Advocacy Contact
Jim Denzer
Executive Director
Hawaii Association for the Education of Young Children
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Kailua, HI 97634
(808) 262-4538

IDAHO

Title XX Child Care Administrator
Ray Winterowd
Division of Field Operations
7th Floor, Towers Building
450 West State Street
Boise, ID 83720
(208) 334-5700

Licensing Official
Perry Ackerman
Department of Health and Welfare
450 West State Street
Boise, ID 83720
(208) 334-5702

Advocacy Contact
Sharon Bixby
Mountain State Health Organization
P.O. Box 6256
Boise, ID 83707
(208) 342-4666

ILLINOIS

Title XX Child Care Administrator
Sue Howell
Department of Children and Family Services
Office of Child Development
406 E. Monroe
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(217) 785-9206

Licensing Official
Patricia Bennet
Licensing Specialist
Department of Children and Family Services
406 E. Monroe
Springfield, IL 62701-1381
(217) 785-2958

Advocacy Contact
Lana Hoestedler
Illinois Association for the Education of Young Children
1319 Whittier Avenue
Springfield, IL 62704
(217) 528-4287

INDIANA

Title XX Child Care Administrator
John Schmidt
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(317) 232-1734

Licensing Official
Keith Carver
Child Welfare Division
State Welfare Department
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Indianapolis, IN 46225
(317) 232-4440

Welfare Reform/Child Care Contact
Mary Capar
Assistant Administrator for Family Support
State Welfare Department
100 North Senate Avenue
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Indianapolis, IN 46204
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Advocacy Contact
Mike Mirabile
Indiana Child Care Association
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Indianapolis, IN 46203
(317) 352-0134

IOWA

Title XX Child Care Administrator
Harold Poore
Department of Human Services
Division of Adult, Children and Families
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Des Moines, IA 50319
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Licensing Official
Harold Poore
Department of Human Services
Division of Adult, Children and Families
Hoover State Office Building
5th Floor
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Advocacy Contact
Karen Thelin
Methodist Hill Child Care
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Des Moines, IA 50309
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KANSAS

Title XX Child Care Administrator
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2700 West 6th Street
Topeka, KS 66606
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Licensing Official
Shirley Norris
State Department of Health and Environment
Child Licensing, 10th Floor
900 Jackson
Topeka, KS 66620-0001
(913) 862-9360

Welfare Reform/Child Care Contact
Adult Services SRC
Coordinator of Children's Services
Bittel Building
2700 West 6th Street
Topeka, KS 66606

Advocacy Contact
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Kansas Action for Children
P.O. Box 463
Topeka, KS 66601
(913) 232-0550

KENTUCKY

Title XX Child Care Administrator
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Sixth Floor West
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AFSCME Materials:

◆ AFSCME on Child Care. A 5-page brochure describing the importance of child care, what local councils can do,child care options, and International Child Care Resources.

◆ A Labor of Love: AFSCME Child Care Examples. An overview of the broad range of AFSCME child care programs presently in operation. Includes AFSCME's involvement in child care on a national level and describes various approaches to child care.

◆ Child Care—The Time is Now. A 17 X 25½ poster on child care.

◆ Child Care in America: Today's Needs, Tomorrow's Challenge. A video documenting the problem and suggesting solutions for child care. Can be obtained in VHS or Beta format, 15 or 28 minutes.

◆ Collective Bargaining Reporter Special Reprints: "Cafeteria Benefit Plans" and the "Pros and Cons of Flexible Spending Accounts."

◆ How to Choose Child Care. A guide for parents to use seeking a child care arrangement.

◆ Negotiating About Child Care: Issues and Options. A practical how-to guide for negotiating a child care benefit.

◆ Public Employee: Special Child Care Reprint. Examples of AFSCME's successes regarding public employer-sponsored onsite centers.

(The above items can be ordered free of charge from the Women's Rights Department.)

Catalyst
250 Park Avenue South
New York, NY 10003-1459
(212) 777-8900

Resources for Today's Parents. An information guide with listings of organizations, publications, and videotapes on parenting topics ranging from child care and education to health and safety, $10 plus postage.

Child Care Action Campaign
330 Seventh Ave., 18th Floor
New York, New York 10001
(212) 334-9595

Child Care: The Bottom Line. An economic and child care policy paper which focuses on the costs and benefits of an increased investment in child care. Outlines the roles that both the public and private sectors must play to insure our nation's working parents an adequate system of quality, affordable child care. Members, $12.40; nonmembers, $22.40.

Child Care Employee Project
P.O. Box 5603
Berkeley, California 94705
(415) 653-9889

Raising Salaries: Strategies that Work. Outlines more than a dozen examples of public and private initiatives aimed at upgrading salaries paid to child care staff, $5.

Children's Defense Fund
122 C Street, N.W.
Washington, D.C. 20001
(202) 628-8787

A Children's Defense Budget FY 1989: An Analysis of Our Nation's Investment in Children. Annual analysis of federal programs serving children, youths, and families, $16.45.

Child Care: The Time is Now. A compelling description of the Nation's need for a federal/state/private partnership for better child care services, $3.45.

State Child Care Fact Book 1987. Fifth annual survey of states' child care activities. Provides information about specific policies and reviews program-by-program and state-by-state child care developments in 1987, $8.45.

U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, Maryland 20877
(202) 275-6241

Child Care: Employer Assistance for Private Sector and Federal Employees (1986). An examination of the costs, benefits, advantages, and disadvantages of on-site, consortium, vendor and voucher child care programs. First five copies are free; $2 for additional copies. Make check payable to the Superintendent of Documents.

U.S. Department of Labor
Women's Bureau
200 Constitution Avenue, N.W.
Washington, D.C. 20210
(202) 523-6611

Employers and Child Care: Establishing Services Through the Workplace (1982). Provides guidance, data and ideas for establishing a child care service, including on-site centers and family-oriented policies. Pamphlet 23, free.

U.S. Census Bureau
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Census Catalog and Guide: 1987. Lists all publications and data produced by the Census Bureau and other agencies concerning demographics published between 1980 and 1986. GPO Stock No. 003-024-06637-8, $21.

Population Reference Bureau, Inc.
Circulation Department
P.O. Box 96152
Washington, D.C. 20090-6152

Juggling Jobs and Babies: America's Child Care Challenge, Martin O'Connell and David E. Bloom (1987).

Summarizes the recent trends in labor force participation and outlines some of the obstacles faced by working mothers as they attempt to juggle job and family responsibilities, $3.

9 to 5
National Association of Working Women
614 Superior Avenue, N.W.
Cleveland, Ohio 44113

Working at the Margin: Part-Time and Temporary Workers in the U.S., $8.

National League of Cities
Publication and Sales
1301 Pennsylvania Avenue, N.W.
Washington, D.C. 20004

Children, Families and Cities: Programs that Work at the Local Level. A survey of efforts to improve child and family programs in localities across the nation, $17.

Bureau of National Affairs
Customer Service Center
9435 Key West Avenue
Rockville, Maryland 20850
(800) 372-1033

Alternative Work Schedules: Changing Times for a Changing Workforce, Special Report 5. Profiles several employers with alternate scheduling plans, including part-time workforces, flexitime, job sharing, and so forth. Product Code BSP—96, $35.

NAEYC
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009
(800) 424-2460

The National State of Child Care Regulations. Detailed information on all state child care licensing laws, $28.

School-Age Child Care Project
Center for Research on Women
Wellesley College
Wellesley, Massachusetts 02181
(617) 431-1453

When School's Out and Nobody's Home. A national overview of the problems of latchkey children and solutions, $5.

School-Age Child Care: An Action Manual. A comprehensive how-to guide on starting and operating a school-age child care program, $18.95.

Newsletters

ILR Report: Working Parents. Published twice a year, in the fall and spring, by the New York State School of Industrial and Labor Relations, Cornell University, Ives Hall, Room 194, Ithaca, New York 14851-0952, (607) 255-6513. Single copies, $5; for orders of five or more, $4.

Child Care Information Exchange. Published six times per year; Exchange, P.O. Box 2890, Redmond, Washington 98073-2890. $25 per year.

Child Care Action News. Circulated on a bi-monthly basis to the membership of the Child Care Action Campaign. To become a member, send your name, address and membership fee to: Child Care Action Campaign, 99 Hudson Street, Room 1233, New York, New York 10013. Individuals, $20; agencies or corporations, $100; companies with budgets over $250,000, $250.

CDF Reports. Published monthly by the Children's Defense Fund. Send subscriptions to: CDF Reports, P.O. Box 7584, Washington, D.C. 20044. Year subscription rate, $29.95.

The Black Child Advocate. Published quarterly by the National Black Child Development Institute, 1463 Rhode Island Avenue, N.W., Washington, D.C. 20005, (202) 387-1281. Year subscription, $12.50.

Child Care Employee News. Published three times a year by the Child Care Employee Project. CCEP advocates for improved wages, status and working conditions of child care providers. The newsletter is offered as part of a membership fee. To become a member, send your name, address and membership fee to: Child Care Employee Project, P.O. Box 5603, Berkeley, California 94705. Sustaining membership, $25 year; $20 for organizations; $15 supporting; $10 regular; and $5 low-income membership.

Videos

Child Care Challenge: Union Solutions. A half-hour documentary featuring real working parents who are taking family issues to the bargaining table. Available in VHS format only. LIPA catalog number—LVBT 039. Eloise Payne, LIPA, 815 16th Street, N.W., Suite 206, Washington, D.C. 20006, (202) 637-5334.

Quality Child Care: It's a Business Issue. Illustrates how affordable and available quality child care improves employee morale and productivity, as well as the ability to train and recruit employees. Available in VHS format at $10 each. Child Care American Video, P.O. Box 5010, Ronkonkuma, NY 11779.

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